

Fall 10-17-1984

## Senate Meeting October 17, 1984

Academic Senate  
*Illinois State University*

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EXECUTIVE COMMITTEE MINUTES  
October 17, 1984  
Hovey 308  
8:15 a.m.

Members Present: Christian, Gowdy, Mohr, Pritner, Sessions, Watkins,  
Nelsen.

Members Excused: Mason, Piland, Talley, Charnogorsky.

Guest Present: David A. Strand, Provost

The Chair called the meeting to order at 8:15 a.m.

1. Communications:

- 10.3.84.1 - To Balbach from Jeff Chinn regarding Curricular Proposal in Recreation and Park Administration. (10/24/84 Infor.)
- 10.3.84.2 - Letter to Laura Gowdy from Peg Balbach regarding four proposals for information (10/10/84 -- Action 10/24/84)
- 10.4.84.1 - Letter to Peg Balbach from Jeff Chinn regarding Curriculum Proposal for the Department of Home Economics.
- 10.4.84.2 - Letter from Anita Webb-Lupo to Dave Pontius regarding Leaves of Absence and Committee Assignments. (Rules Committee is working on this.)
- 10.4.84.4 - Letter from Jeff Chinn to Laura Gowdy regarding University Curriculum Committee. Mike Nelson on Sabbatical. (Sent to Rules.)
- 10.8.84.1 - Letter to Ken Crepas from Jan Cook regarding resignation from Economic Well Being Committee. (Sent to Rules.)
- 10.9.84.2 - Letter from President Watkins to Laura Gowdy concerning Monat's visit to Senate 10/24/84.
- 10.10.84.1 - Letter to Rules Committee from Ken Christian regarding student appointments to committees. (10/10/84 Senate.)
- 10.10.84.2 - Letter to Senate
- 10.10.84.3 - Letter from Peg Balbach to Laura Gowdy regarding Proposal for combination of Sequence - Recreation and Park Admin. (Information - 10/24/84 Senate.)
- 10.11.84.1 - Letter to Ken Christian from Angela Ford regarding resignation from JUAC. Possible substitution Sen. John H. Graff.
- 10.11.84.2 - Letter from Valkenaar to Gowdy regarding Student Life and Program's Who's Who Selection Committee faculty representative (Senator Richard Whitcomb).
- 10.11.84.3 - Letter from Peg Balbach to Laura Gowdy regarding New Start Policy (Information 10/24/84).

EXECUTIVE COMMITTEE MINUTES

October 17, 1984

Page Two

2. Agenda for October 24, 1984 Senate Meeting:

ACTION ITEMS:

1. Nominations and Ratifications: Ratify Jeff Ferry as SBBD candidate for Honorary Degree Recipient Selection Committee.
2. Deletion of the Community and Public Health Sequence in Health Education (9.19.84.4)
3. Deletion of the Sanitarian Sequence and the Industrial Hygiene Sequence of the Major in Environmental Health (9.19.84.3)
4. Change of Name from Major in Office Administration to Major in Administrative Systems and Office Technology (9.24.84.1)
5. Addition of a Minor in Cinema Studies to the Curriculum of the Department of Theatre (9.25.84.1)
6. ASPT Document Proposed Editorial Changes Only (5.29.84.2)

INFORMATION ITEMS:

1. Proposed Combination of Sequences in Recreation and Park Administration (10.10.84.3)
- \* 2. Proposed New Start Policy (11.11.84.3)
3. Academic Calendar Changes for 1984-1989 (10.15.84.2)

Motion to adopt Agenda (Pritner); Second, Christian. Motion carried.

3. Comments regarding the ASPT changes indicated that the Faculty Affairs Committee will be meeting with the URC to discuss changes in the ASPT regarding market equity.
4. Motion to adjourn by Watkins (Second, Christian). Motion carried. Meeting adjourned at 8:45 a.m.

\* [NOTE: After Item 2 "Proposed New Start Policy" (11.11.84.3) was placed on the Agenda by Executive Committee Vote, the Academic Affairs Committee asked that this item be withdrawn. Therefore, this information was not included in the packet.]

OCT 17 1984

ILLINOIS STATE UNIVERSITY PROGRAM DELETION REQUEST

1. Institution:

Illinois State University

2. Responsible Department or Administrative Unit:

Department of Health Sciences

3. Program Title:

Major in Health Education - Community and Public  
Health Sequence

4. Hegis Classification:

13.1307

5. Anticipated Date of Implementation:

August, 1985

6. Rationale:

This sequence existed in the Department of Biological Sciences for many years prior to the amalgamation of health-related programs in the newly created Department of Health Sciences in 1979. It became a part of the major in Health Education in 1979.

There have been no graduates from this program since 1978. Only three courses from the Department of Health Sciences are required in this sequence. Required courses are in the Biological Sciences and in Chemistry. The sequence does not contain any professional courses, and is not appropriate for placement in Health Education careers.

7. Arrangements to be Made for Program Faculty and Students:

There are no faculty assigned to this sequence and no students enrolled.

8. Anticipated Impact on Other Campus Programs:

None

9. Anticipated Budgetary Effect:

There are no monies appropriated to this sequence.

10-16-84

9.19.84.4



- - - - -  
Departmental of Health Sciences Approval - 11/7/83  
College Curricular Committee Approval - 1/11/84  
College Dean Approval - 1/11/84  
Council for Teacher Education Approval - 2/8/84  
University Curriculum Committee Approval - 4/20/84  
Academic Affairs Committee Approval - 10/1/84

OCT 17 1984

ILLINOIS STATE UNIVERSITY PROGRAM DELETION REQUEST

1. Institution:

Illinois State University

2. Responsible Department or Administrative Unit:

Department of Health Sciences

3. Program Title:

Bachelor of Science in Environmental Health  
Deletion of Sanitarian Sequence and Industrial Hygiene  
Sequence

4. Hegis Classification:

13.1307

5. Anticipated Date of Implementation:

August, 1985

6. Rationale:

The program review conducted in 1982-3 stressed the need to reduce the number of credit hours required in the Bachelor's Degree Program in Environmental Health and provide students more flexibility in selecting courses that meet their interests. The curriculum has been revised so that all students will take a required core, an internship, and will choose other courses, with the help of an adviser, to meet their individual needs. The elimination of the Sanitarian and Industrial Hygiene Sequences provides students with more flexibility within the general field of environmental health. Previously, students were forced to choose one of the two highly structured sequences. The new curriculum provides more flexibility both within the Department of Health Sciences and among supporting courses from other departments.

The Environmental Health program is accredited by the National Accreditation Council for Environmental Health Curricula. The more general curriculum that will be available with the elimination of the sequences is consistent with the thrust of the accreditation agency:

Undergraduate studies in environmental health must be essentially liberal arts programs with strong emphasis in biological, physical, and environmental health sciences. Environmental health is an ever-broadening field which creates the need for practitioners of both the generalist and the specialist varieties. The primary mission of the undergraduate program should be to produce generalists, while affording sufficient flexibility to permit students to pursue special areas of interest.

Programs at the undergraduate level should prepare students to be functional in environmental health while simultaneously affording graduates the opportunity to be considered for graduate study.

7. Arrangements to be Made for Program Faculty and Students:

Students currently in the program will be able to finish the requirements specified in the catalog of their year of entry. New students will be advised to pursue the new curriculum upon approval of this proposal by the Board of Regents. The deletion of the sequences will not affect the faculty teaching in this field.

8. Anticipated Impact on Other Campus Programs:

None

9. Anticipated Budgetary Effect:

None

- - - - -

Departmental Approval - 3/28/84  
College Curricular Approval - 4/24/84  
College Dean Approval - 4/24/84  
University Curriculum Committee Approval - 9/14/84  
Academic Affairs Committee Approval - 10/1/84

OCT 17 1984

REQUEST FOR APPROVAL OF A SUBDIVISION OF A DEGREE MAJOR

1. Institution: Illinois State University
2. Administrative Unit: Department of Theatre
3. Program Title: Minor in Cinema Studies
4. Previous Program Title: Not Applicable
5. Hegis Classification: 50.0601
6. Date of Implementation: August, 1985
7. Description of Proposed Program:

The proposed Minor in Cinema Studies is a liberal arts program which focuses on the aesthetics, history, and theory of filmmaking. The minor requires 18 hours. Catalog copy is as follows:

Minor in Cinema Studies

--18 hours required

--Required courses:

THE 170, Introduction to Film Art, 3 hours  
THE 370, History of the Cinema, 3 hours  
THE 371, Film Theory and Criticism, 3 hours

--9 additional hours selected from the following:

COM/THE 270, The Documentary in Film and Broadcasting,  
3 hours  
THE 271, Survey of Non-western Film, 3 hours  
ENG 107, Literature and Film, 3 hours  
ART 251, Experimental Filmmaking, 3 hours  
(Prerequisite ART 103, 3 hours)

8. Rationale for Proposal:

A great deal of interest exists on the ISU campus in courses involving cinema studies. Courses presently can be taken in the Department of Theatre, the Department of Art, the Department of English, and the Department of Communication. The purpose of the minor is to coordinate courses taught in various departments and to encourage additional study by both students and faculty working in the area of cinema studies. The existence of the minor would allow students who are pursuing cinema studies to be

identified, with this identification leading to better academic advisement and better sequencing of courses.

No new courses or new faculty would be required for this minor. The designation of a minor will no doubt generate interest on the part of students, but the resources currently are in place to satisfy the demand. The program is designed as a liberal arts rather than as a professional program, thereby allowing the minor to serve as an introduction to the field rather than as means to gain professional training.

The field of cinema studies has developed rather significantly in the last ten years and has become a part of the curriculum in many institutions of higher education. In the state of Illinois, Southern Illinois University at Carbondale offers a Bachelor of Arts and a Bachelor of Fine Arts in cinema studies and photography. A number of large universities, including New York University, Columbia, Northwestern, UCLA, USC, the University of Iowa, the University of Wisconsin, and the University of Texas offer a Ph.D. in cinema studies.

#### 9. Expected Impact on Existing Campus Programs

A designated Minor in Cinema Studies is expected to generate interest in the subject of cinema studies and strengthen enrollment in existing courses, especially at the advanced level. Because of the liberal arts nature of the program, courses would continue to be offered in their present form in the Departments of Theatre, English, Art, and Communication. At the same time, coordinated activity on the part of the four departments would be undertaken. The careful scheduling of courses, discussion of methodologies and objectives, and the sharing of resources should be of benefit to all the departments concerned.

The visibility and coordination of the program should have a benefit for the University community as a whole. Other fields of study, especially in the humanities and the social sciences, would benefit from a more sophisticated consideration of film. Film would be presented and taught not only as a form of art, entertainment, and communication, but also as an analytical and didactic tool of great importance to many disciplines. The Minor in Cinema Studies, therefore, is expected to be a valuable adjunct to the curriculum of other departments. Majors in literature, communication, anthropology, art history, theatre, foreign languages, and history, for example, might benefit by pursuing a Minor in Cinema Studies.

Student demand for courses in cinema studies is presently quite high. The introductory course, Introduction to Film Art, enrolls 450 students in six sections during the Fall, 1984, semester. Enrollment in other film courses does not reach this level, but is generally strong.

10. Expected Curricular Changes:

All the courses in the curriculum are presently being offered by the University.

11. Anticipated Staffing Arrangements:

The Department of Theatre has two faculty members teaching film courses on a full-time basis. These two individuals will teach the courses required in the Theatre Department as well as serve as the advisers to students. The Departments of Art, English, and Communication each have faculty members who teach in the area of cinema studies on a regular basis.

12. Anticipated Funding Needs:

No additional funds will be required. With the coordination of offerings in the cinema studies area, the departments presently involved expect to be able to use current resources more effectively.

- - - - -  
Departmental Approval - 3/13/84  
College Curricular Approval - 3/13/84  
College Dean Approval - 3/14/84  
University Curriculum Committee Approval - 9/21/84  
Academic Affairs Committee Approval - 10/1/84

OCT 17 1984

REQUEST FOR APPROVAL FOR A CHANGE OF NAME

1. Institution:

Illinois State University

2. Responsible Department or Administrative Unit:

Department of Business Administration and  
Administrative Services

3. Proposed Program Title:

Major in Administrative Systems and Office Technology

4. Previous Program Title:

Major in Office Administration

5. Hegis Classification:

07.0401

6. Date of Implementation:

August, 1985

7. Description of Name Change:

The technology used in a business office has changed radically in recent years. The title "Administrative Systems and Office Technology" provides a more descriptive statement of the content of the program than does "Office Administration."

8. Rationale for Proposal:

To many, the Office Administration major implies that the focus of the curriculum involves the education of secretaries. Some students may come to this program with such a goal; however, the thrust of the program is much broader and is better described by the proposed title. The curriculum not only prepares students to use various technological systems, but to acquire the skills necessary to train administrative support and service personnel and management to use the new technology and apply it to their positions. Students are being prepared as supervisors of administrative support and personnel in modern business offices. Examples might include managers of

word processing centers, forms development, education and training centers, graphic arts departments, information processing, administrative services, and mail management.

The department wishes to change the title of the program not only to attract students with such career interests, but also to convey accurately to potential employers the kind of education students have received.

9. Expected Impact of Proposal on Existing Campus Programs:

None

10. Expected Curricular Changes Including New Courses:

The curriculum of the Office Administration program has evolved in recent years. Courses that relate to records management, communication for business, information processing, small business offices, administrative support, and business information systems have been developed and implemented to replace the more traditional curriculum. The proposed title change will make the label more reflective of the curriculum.

11. Anticipated Staffing Arrangements:

None

12. Anticipated Funding Needs and Source of Funds:

None

- - - - -

Departmental Approval - 4/26/84  
College Curriculum Committee Approval - 4/26/84  
College Dean Approval - 4/26/84  
Council for Teacher Education Approval - Not applicable  
University Curriculum Committee Approval - 9/21/84  
Academic Affairs Committee Approval - 10/1/84



OCT 17 1984

# REQUEST TO COMBINE SEQUENCES

1. Institution: Illinois State University
2. Responsible Department or Administrative Unit: Department of Health, Physical Education, Recreation, and Dance of the College of Applied Science and Technology
3. Proposed Program Title: Program Management Sequence of the Recreation, and Park Administration Major
4. Previous Program Title: Administration Sequence, Program-Supervision Sequence, and Resource Management Sequence of the Recreation and Park Administration Major
5. Hegis Classification: 31.0101
6. Date of Implementation: Fall, 1985
7. Description of Proposed Program or Name Change:

In the 1984-5 catalog, the Recreation and Park Administration Programs list a Comprehensive Recreation and Park Administration Major with sequences in Administration, Program-Supervision, Resource Management, and Therapeutic Recreation. A Major in Recreation and Park Administration and a Minor in Recreation and Park Administration are also listed. This proposal would change this configuration so that the 1985-6 catalog would list a Major in Recreation and Park Administration, sequences of that major in Program Management and Therapeutic Recreation, and a Minor in Recreation and Park Administration. Therefore, this request is to combine the Administration Sequence, the Program-Supervision Sequence, and the Resource Management Sequence into a single sequence entitled Program Management. This request would also eliminate the term "Comprehensive" from the title. The Major, the Therapeutic Recreation Sequence, and the Minor would remain as previously formatted.

8. Rationale for Proposal:

This request for modification of the sequences is the result of the Program Review conducted in the Department of HPR in 1982-3. The proposed configuration of sequences would 1) simplify the offerings of the Recreation and Park Administration Program by focusing the curriculum on the areas of program management and therapeutic recreation, 2) respond to changes in the employment situation by better

preparing graduates for available opportunities, and 3) define sequences to correspond to categories for accreditation by the national professional association.

The newly constructed Program Management Sequence is intended to prepare students for mid-management, supervisory, and entry-level program leadership positions in the leisure service area. Students completing such programs tend to find employment in community recreation and park agencies, employee recreation programs, voluntary and religious organizations, commercial and private recreation agencies, military recreation programs, youth service agencies, community education programs, and county and regional recreation agencies. Preparation in this sequence involves program and facility planning, resource management, financial management, organizational administration, evaluation, personnel management, legal considerations, leadership techniques, programmatic skills, and the utilization of traditional and contemporary leisure service methods and techniques.

9. Expected Impact of Proposal on Existing Campus Programs

The combination of sequences is expected to simplify both advisement and curricular scheduling in the Recreation and Park Administration Program. This change will not have any impact on other departments or programs.

10. Expected Curricular Changes Including New Courses:

This combination of sequences will require no new courses. The curriculum has been simplified using existing courses.

11. Anticipated Staffing Arrangements:

No change in staffing arrangements is contemplated. The simplified curriculum will allow present faculty to work more effectively within the program.

12. Anticipated Funding Needs and Source of Funds:

There will be no change in existing funding patterns.

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Approval dates:

Departmental Approval - 5/4/84  
College Curricular Approval - 5/10/84  
College Dean Approval - 7/9/84  
University Curriculum Committee Approval - 9/28/84  
Academic Affairs - 10/8/84

CHANGES TO THE 1985 ILLINOIS STATE UNIVERSITY FACULTY ASPT

POLICIES PROPOSED BY THE UNIVERSITY REVIEW COMMITTEE

MAY 15, 1984

I-D SUBSTITUTE FOR EXISTING I-D:

Elected members of the Academic Senate shall not be eligible for election to the University Review Committee or the University Appeals Committee. Faculty members shall be eligible to serve on only one of the following elected bodies at a time: the University Review Committee, the University Appeals Committee, a College Faculty Status Committee or a Department Faculty Status Committee. College Council members shall not be eligible to serve on their College Faculty Status Committee. Those faculty members holding administrative appointments may not be elected to serve on ASPT committees (URC, CFSC, DFSC).

RATIONALE:

Editorial change to clarify and consolidate references to types of faculty excluded from committee memberships under current ASPT policies.

II-A SUBSTITUTE FOR SENTENCE 1; ELIMINATE CURRENT SENTENCE 2:

The URC shall be composed of elected faculty members (as defined in the Introduction above, but excluding those categories of faculty listed in I-D) along with the Provost, who is an ex officio voting member.

RATIONALE:

Same as I-D above; also corrects duplicative error in Sentences 1 and 2 of current II-A.

III-A SUBSTITUTE FOR SENTENCE 1; ELIMINATE CURRENT SENTENCES 2 & 3:

The UAC shall be composed of elected faculty members with tenure (excluding those categories of faculty listed in I-D above).

RATIONALE:

Same as I-D above; also corrects duplicative error in Sentences 2 and 3.

IV-A

SUBSTITUTE FOR SENTENCE 1; ELIMINATE CURRENT SENTENCE 2:

Each College shall have a CFSC composed of three to six faculty members (as defined in the Introduction above, but excluding those categories of faculty listed in I-D) and the College Dean, who is an ex officio voting member and Chairperson of the Committee.

RATIONALE:

Same as I-D; also corrects duplicative error in Sentences 1 and 2.

V-A

SUBSTITUTE FOR SENTENCE 1:

Except as noted in V-B, each Department shall have a DFSC composed of at least two faculty members (as defined in the Introduction above, but excluding those categories of faculty listed in I-D) and the Chairperson of the Department, who is an ex officio voting member and Chairperson of the Comm.

RATIONALE:

Same as I-D.

V-C

SUBSTITUTE FOR SENTENCE 1:

Responsibilities of the DFSC encompass collecting information from each faculty member, including systematically gathered student reactions to teaching performance (which must protect the anonymity of students as far as possible), and making recommendations regarding faculty appointments, reappointment and non-reappointment, dismissal, contracts, merit ratings, promotion and tenure.

RATIONALE:

Needed to bring ASPT policies in line with existing "Student Input on Teaching Effectiveness Policy" (approved by the Academic Senate November 12, 1980).

OCT 15 1984

	<u>Fall</u>		<u>Spring</u>	
	MWF	TR	MWF	TR
1984-5	44	30	45	30
1985-6	43	30	45	30
1986-7	43	30	45	30
1987-8	43	30	45	30
1988-9	44	30	45	30

NUMBER OF CLASSES

Excluding Exam

Exam = 120 Minutes

MWF Classes = 50 Min

TR Classes = 75 Min

10.15.84.2

## PROPOSED CALENDAR GUIDELINES - Beginning 1982-83

1. The annual academic calendar shall consist of two semesters and a summer session (which may have several components).

2. A minimum of 750 minutes shall be required for each semester hour of lecture credit and 1500 minutes for each semester hour of laboratory credit.

3. The fall semester shall begin in August and conclude in December before Christmas.

Breaks during the fall semester shall be scheduled for Labor Day, a fall recess (in October), and Thanksgiving.

4. The spring semester shall begin in January and conclude in May.

A one-week semester break shall be scheduled during the month of March.

Commencement shall be scheduled for a Saturday or Sunday in May, except that Mother's Day is to be avoided as a commencement date.

5. The summer session calendar may consist of both short and long sessions. The short sessions may precede and/or follow the long session.

Summer session classes shall not be scheduled for July 4 and Memorial Day.

6. The specific academic calendar for each year must be approved by the Academic Senate (as a recommendation to the President), the President of the University, and the Board of Regents.

Approved by the Academic Senate, December 3, 1980

FALL	44 MWF	CLASSES	+	EXAM	=	2,320
	30 TR	CLASSES	+	EXAM	=	2,370
<hr/>						
SPRING	45 MWF	CLASSES	+	EXAM	=	2,370
	30 TR	CLASSES	+	EXAM	=	2,370
						<u>MINUTES</u>

### ACADEMIC CALENDAR 1984-85

#### FIRST SEMESTER 1984

August 23	Thursday	Program change for students who have paid their bills
August 24	Friday	Residual registration
August 27	Monday	Classes begin
September 3	Monday	Labor Day
October 20	Saturday	First half semester ends
October 22	Monday	Second half semester begins
November 21	Wednesday	Thanksgiving vacation begins 5:30 p.m.
November 26	Monday	Classes resume
December 12	Wednesday	Begin evaluation period
December 17	Monday	Fall semester ends
December 19	Wednesday	Grades due by noon

#### SECOND SEMESTER 1985

January 10	Thursday	Program change for students who have paid their bills
January 11	Friday	Residual registration
January 14	Monday	Classes begin
March 9	Saturday	First half semester ends
March 9	Saturday	Spring vacation begins at noon
March 18	Monday	Classes resume
May 4	Saturday	Reading Day
May 6 - 10	Monday - Friday	Evaluation period begins
May 10	Friday	Semester Ends
May 11	Saturday	Commencement

#### SUMMER SESSIONS 1985

May 13	Monday	Summer Session begins
May 31	Friday	Memorial Day
July 4	Thursday	Independence Day
August 9	Friday	Summer session ends

Approved by the Academic Senate, February 8, 1984

Business Item 1.27.84.1

FALL	43	MWF	CLASSES +	EXAM	=	2,270
	30	TR	CLASSES +	EXAM	=	2,370
SPRING	45	MWF	CLASSES +	EXAM	=	2,370
	30	TR	CLASSES +	EXAM	=	2,370
						MINUTES

Academic Calendar 1985-1986

FIRST SEMESTER 1985

August 22	19	<del>Thursday</del> -- MONDAY	Program change for students who have paid their bills
August 23	20-21	<del>Friday</del> -- TUES, WED	Residual registration
August 26		<del>Monday</del> -- Thursday	Classes begin
September 2		Monday	Labor Day
October 4		Friday	Fall vacation (Football Away SIU)
October 7		Monday	Classes resume
October 19		Saturday	First half semester ends
November 27		Wednesday	Thanksgiving vacation begins 5:30 p.m.
December 2		Monday	Classes resume
December 14	7	Saturday	Reading day
December 16	9-13	Monday - Friday	Begin evaluation period
December 21	14	Saturday	Fall semester ends
December 16		Monday	Grades due at noon

SECOND SEMESTER 1986

January 9		Thursday	Program change for students who have paid their bills
January 10		Friday	Residual registration
January 13		Monday	Classes begin
March 8		Saturday	First half semester ends
March 8		Saturday	Spring vacation begins at noon
March 17		Monday	Classes resume
May 3		Saturday	Reading day
May 5-9		Monday - Friday	Evaluation period <del>begin</del>
May 9		Friday	Semester ends
May 10		Saturday	Commencement

SUMMER SESSIONS 1986

May 12		Monday	Summer sessions begin
May 30		Friday	Memorial Day
July 4		Friday	Independence Day
August 8		Friday	Summer sessions end

Approved by the Academic Senate, February 25, 1981  
 Modified by the Academic Senate, February 9, 1983



FALL	43	MWF	CLASSES	+	EXAM	=	2,270
	30	TR	CLASSES	+	EXAM	=	2,370

SPRING	45	MWF	CLASSES	+	EXAM	=	2,370
	30	TR	CLASSES	+	EXAM	=	2,370

MINUTES

# ACADEMIC CALENDAR

1986-1987

## FIRST SEMESTER 1986

August -21 18	<del>Thursday</del> MON	Program change for students who have paid their bills
August -22 19-20	<del>Friday</del> TUES, WED	Residual registration
August -25 21	<del>Monday</del> THURS	Classes begin
September 1	Monday	Labor Day
October 17	Friday	Fall Vacation (Football Away)
October 18	Saturday	First half semester ends
October 20	Monday	Classes resume
November 26	Wednesday	Thanksgiving vacation begins 5:30 p.m.
December 1	Monday	Classes resume
December 13 6	Saturday	Reading Day
December 15 12	Monday--FRI.	Begin evaluation period
December 20 13	Saturday	Fall semester ends
December 15	Monday	Grades due at noon

## SECOND SEMESTER 1987

January 8	Thursday	Program change for students who have paid their bills
January 9	Friday	Residual registration
January 12	Monday	Classes begin
March 7	Saturday	First half semester ends
March 7	Saturday	Spring vacation begins at noon
March 16	Monday	Classes resume
May 2	Saturday	Reading Day
May 4 -8	Monday--Fri.	Evaluation period begins
May 8	Friday	Semester ends
May 9	Saturday	Commencement

## SUMMER SESSIONS 1987

May 11	Monday	Summer session begins
May 29	Friday	Memorial Day
July 4	Saturday	Independence Day
August 7	Friday	Summer session ends

Approved by the Academic Senate, February 25, 1981  
Business Item 1.26.81.1

FALL	43	MWF	CLASSES	+	EXAM	=	2,270
	30	TR	CLASSES	+	EXAM	=	2,370

SPRING	45	MWF	CLASSES	+	EXAM	=	2,370
	30	TR	CLASSES	+	EXAM	=	2,370

MINUTES

# ACADEMIC CALENDAR

1987-1988

## FIRST SEMESTER 1987

August -20	17	Thursday	MON	Program change for students who have paid their tuition and fees
August -21	18-19	Friday	WED.	Residual registration
August -24	20	Monday	THURS	Classes begin
September 7		Monday		Labor Day
October 16		Friday		Fall Vacation (Football away)
October 17		Saturday		First half semester ends
October 19		Monday		Classes resume
November 25		Wednesday		Thanksgiving vacation begins 5:30 p.m.
November 30		Monday		Classes resume
December 12	5	Saturday		Reading Day
December 14	7-11	Monday - FRI.		Begin/ evaluation period
December 19	12	Saturday		Fall semester ends
December 14		Monday		Grades due at noon

## SECOND SEMESTER 1988

January 7		Thursday		Program change for students who have paid their tuition and fees
January 8		Friday		Residual registration
January 11		Monday		Classes begin
March 5		Saturday		First half semester ends
March 5		Saturday		Spring vacation begins at noon
March 14		Monday		Classes resume
April 30		Saturday		Reading Day
May 2 -6		Monday - Fri.		Evaluation period begins/
May 6		Friday		Semester ends
May 7		Saturday		Commencement

## SUMMER SESSIONS 1988

May 9		Monday		Summer session begins
May 30		Monday		Memorial Day
July 4		Monday		Independence Day
August 5		Friday		Summer session ends

Approved by the Academic Senate, February 9, 1983  
Business Item 3.10.82.1

pch

FALL	45	MWF	CLASSES + EXAM =	2,370
	31	TR	CLASSES + EXAM =	2,445

SPRING	45	MWF	CLASSES + EXAM =	2,370
	30	TR	CLASSES + EXAM =	2,370

MINUTES

# ACADEMIC CALENDAR

1988-1989

## FIRST SEMESTER 1988

August 18	Thursday	Program change for students who have paid their tuition and fees
August 19	Friday	Residual registration
August 22	Monday	Classes begin
September 5	Monday	Labor Day
October 14	Friday	Fall Vacation (Football Open)
October 15	Saturday	First half semester ends
October 17	Monday	Classes resume
November 23	Wednesday	Thanksgiving vacation begins 5:30 p.m.
November 28	Monday	Classes resume
December 10 7	<del>Saturday</del> WED.	Reading Day
December 12 8, 12, 13, 14	<del>Monday</del> THURS-WED.	Begin evaluation period
December 15	Thursday	Fall Semester Ends
December 15	Thursday	Grades due at noon

## SECOND SEMESTER 1989

January 5	Thursday	Program change for students who have paid their tuition and fees
January 6	Friday	Residual registration
January 9	Monday	Classes begin
March 4	Saturday	First half semester ends
March 4	Saturday	Spring vacation begins at noon
March 13	Monday	Classes resume
April 29	Saturday	Reading Day
May 1 - 5	Monday - Friday	Evaluation period begins
May 5	Friday	Semester ends
May 6	Saturday	Commencement

## SUMMER SESSIONS 1989

May 8	Monday	Presession begins
May 29	Monday	Memorial Day
June 12	Monday	Opening of and registration for eight-week summer session
July 4	Tuesday	Independence Day
August 3-4	Thursday/Friday	Evaluation and review period
August 4	Friday	Summer session ends

Approved by the Academic Senate on August 31, 1983  
Business Item 4.25.83.1

# 1984

EVER READY® E717 by Keith Clark

JANUARY						
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## IMPORTANT DATES

**JANUARY**  
1 New Year's Day  
15 Martin Luther King, Jr.'s Birthday

**FEBRUARY**  
12 Lincoln's Birthday  
14 Valentine's Day  
20 Washington's Birthday - Obsvd  
22 Washington's Birthday

**MARCH**  
7 Ash Wednesday  
17 St. Patrick's Day

**APRIL**  
15 Palm Sunday  
17 Passover Begins  
20 Good Friday  
22 Easter Sunday

**MAY**  
13 Mother's Day  
19 Armed Forces Day  
21 Victoria Day (Canada)  
28 Memorial Day - Obsvd

**JUNE**  
14 Flag Day  
17 Father's Day

**JULY**  
2 Dominion Day (Canada)  
4 Independence Day

**SEPTEMBER**  
3 Labor Day  
27 Rosh Hashanah

**OCTOBER**  
6 Yom Kippur  
8 Thanksgiving Day (Canada)  
8 Columbus Day - Obsvd  
12 Columbus Day  
24 United Nations Day  
31 Halloween

**NOVEMBER**  
6 Election Day  
11 Veterans Day  
22 Thanksgiving Day

**DECEMBER**  
19 Hanukkah  
25 Christmas Day

JULY						
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# 1985

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17 St. Patrick's Day  
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5 Good Friday  
6 Passover Begins  
7 Easter Sunday

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20 Victoria Day (Canada)  
27 Memorial Day - Obsvd

**JUNE**  
14 Flag Day  
16 Father's Day

**JULY**  
1 Dominion Day (Canada)  
4 Independence Day

**SEPTEMBER**  
2 Labor Day  
16 Rosh Hashanah  
25 Yom Kippur

**OCTOBER**  
12 Columbus Day  
14 Columbus Day - Obsvd  
14 Thanksgiving Day (Canada)  
24 United Nations Day  
31 Halloween

**NOVEMBER**  
5 Election Day  
11 Veterans Day  
28 Thanksgiving Day

**DECEMBER**  
8 Hanukkah  
25 Christmas Day

JULY						
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# 1986

EVER READY® E717 by Keith Clark

JANUARY						
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MARCH						
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# 1987

JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
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18	19	20	21	22	23	24	19	20	21	22	23	24	25
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FEBRUARY							AUGUST						
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15	16	17	18	19	20	21	16	17	18	19	20	21	22
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APRIL							OCTOBER						
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MAY							NOVEMBER						
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JUNE							DECEMBER						
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JANUARY							JULY						
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FEBRUARY							AUGUST						
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15	16	17	18	19	20	21	16	17	18	19	20	21	22
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MARCH							SEPTEMBER						
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APRIL							OCTOBER						
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19	20	21	22	23	24	25	18	19	20	21	22	23	24
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MAY							NOVEMBER						
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17	18	19	20	21	22	23	15	16	17	18	19	20	21
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JUNE							DECEMBER						
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Made in U.S.A.

# 1988

JANUARY							JULY						
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APRIL							OCTOBER						
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(A) AWAY  
(H) HOME

ILLINOIS STATE UNIVERSITY FOOTBALL SCHEDULE  
(as of October 12, 1983)

1984	1985	1986	1987	1988
September 1 Lincoln (H)	September 7 Western Ill. (H)	September 6 SWMS (H)	September 5 Eastern Ill. (H)	September 3 Eastern Ill. (A)
September 8 Southern Ill. (H)	September 14 SWMS (A)	September 13 East. Michigan (H)	September 12 West. Michigan (H)	September 10 East. Michigan (A)
September 15 West. Michigan (A)	September 21	September 20	September 19	September 17 West. Michigan (A)
September 22 Indiana State (A)	September 28 Cent. Florida (H) Parents Day	September 27 Eastern Ill. (A)	September 26 Toledo (A)	September 24
September 29 Drake (H) Parents Day	October 5 <del>Southern Ill. (A)</del> Fall Break	October 4 Western Ill. (A)	October 3 Western Ill. (H) Parents Day	October 1
October 6 Western Ill. (A)	October 12 Eastern Ill. (H)	October 11 WTSU (H)	October 10 Northern Iowa (A)	October 8 Wichita State (A)
October 13 Open	October 19 <del>Southern Ill.</del> WTSU (A)	October 18 <del>Indiana State</del> (A) Fall Break	October 17 <del>Tulsa</del> (A) Fall Break	October 15 <del>Open</del> Fall Break
October 20 Cent. Florida (A) Fall Break	October 26 <del>Wichita State</del> Drake (H) (A)	October 25 Southern Ill. (H)	October 24 Indiana State (H)	October 22 Indiana State (A)
October 27 Eastern Ill. (A)	November 2 Northern Iowa (H) Homecoming	November 1 Open	October 31 WTSU (A)	October 29 Tulsa (H)
November 3 Tulsa (H) Homecoming	November 9 <del>Indiana State</del> WTSU (H) (H)	November 8 Wichita State (A)	November 7 Southern Ill. (A)	November 5 Drake (A)
November 10 Marshall (H)	November 16 <del>Drake</del> IND STATE (H)	November 15 Drake (H)	November 14 Drake (H)	November 12 Southern Ill. (H)
November 17 Wichita State (A)	November 23	November 22 Northern Iowa (A)	November 21	November 19 Northern Iowa (H)

10/18/84

CALENDAR NO.	PENDING ITEMS	PROMULGATION	REFERRAL	ACTION
9.18.79.1	Ethics & Grievance Policy Changes/Eatherly	Exec. Comm. 9/27/79	Faculty Affairs	
5.9.80.1	Recommendations for handling Academic Freedom Hearing Procedures/Rives	Exec. Comm. 6/18/80	Faculty Affairs 6/18/80	
8.29.80.2	ASPT Matters/Watkins		Faculty Affairs 8/29/80	
1.5.82.2	Resignation from Entertainment Committee w/comments regarding faculty participation	Exec. Comm. 1/20/82	Student Affairs 1/20/82	
2.15.82.1	Academic Freedom Committee Policies and Procedures/Fuess	Exec. Comm. 2/17/82	Faculty Affairs 2/17/82	
4.5.82.4	Service on Senate external committees when faculty member on leave/Boothe	Exec. Comm. 4/7/82	Rules Comm. 4/7/82	
9.7.82.4	Ethics & Grievance Hearing Procedures/Ethics and Grievance Hearing Committee	Exec. Comm. 9/22/82	Faculty Affairs 11/10/82	
11.2.82.1	Temporary Faculty Hiring Practice/Rosenbaum	Faculty Affairs cc: Exec. Comm.		Committee Report at 12/15/82 Sen.
11.15.82.1	Re-evaluation of Evaluation of Administrators Policy/Boothe	Exec. Comm. 11/23/82	Admin. Aff. 11/23/82	Committee Report at 3/20/84 Sena.
1.18.83.1	Consideration of Disestablishment Policy/Watkins	Exec. Comm. 1/19/83	Academic Aff. 1/19/83	
1.19.83.2	Review Senate Membership Qualifications for Students/Executive Committee		Rules Comm. 1/19/83	
1.25.83.1	Interface of different grievance committees on campus/Carrington, et, al.	Exec. Comm. 2/16/83	Faculty Aff. 2/16/83	
1.31.83.1	Use of "Stipend" for 1983 Summer Session/Elmermann	Exec. Comm. 2/2/83	Faculty Aff. 2/2/83	
3.15.83.1	Academic Bankruptcy for Undergraduate Students Academic Standards/Academic Affairs	Exec. Comm. 3/16/83		
5.23.83.1	Investigate current policy concerning CL	Exec. Comm. 6/8/83	Academic Aff. 6/8/83	



CALENDAR NO.	PENDING ITEMS	PROMULGATION	REFERRAL	ACTION
9.30.83.1	Academic Standards (CLEP; etc.) (Cf 5.23.83.1)	Exec. Comm. 10/5/83	Academic Standards 10/5/83	
1.27.84.1	Calendar Changes, Fall, 1984; 1985; 1986	Exec. Comm. 2/1/84	Par. 4 Admin. Aff. 2/1/84	Par. 3 Action 2/8/84
2.1.84.1	Letter from Renee Nelms to Steve Quick regarding University Forum Constitutional Amendment Change.	Exec. Comm. 2/15/84	Student Affairs 2/15/84	
2.6.84.2	Letter from Arlene Johnson to Dr. Ritt regarding Election Procedures and Bylaws.	Exec. Comm. 2/15/84	Rules Committee. 2/15/84	
2.15.84.1	Proposal on Temporary Appointments,	Exec. Comm. 2/15/84	Faculty Affairs Committee 2/15/84	Temporarily with- drawn from action (3.14.84.1)
2.15.84.2	Policy for Employment Following Retirement.	Exec. Comm. 2/15/84	Faculty Affairs Committee 2/15/84	FAC Report 2/22/84
4.9.84.1	Suggested revision in Academic Senate deliberations	Executive Comm. 4/18/84	Rules 4/18/84	
4.12.84.4	Equity review plan/ Rosenbaum	Executive Comm. 4/18/84	Rules 4/18/84	
4.17.84.2	Attendance at Senate Meetings/Rosenbaum	Executive Comm. 4/18/84	Rules 4/18/84	
4.17.84.3	Time of Seating of New Senators/ Rosenbaum	Executive Comm. 4/18/84	Rules 4/18/84	
4.17.84.4	Academic Freedom Committee Policy Changes (Ritt Report)	Executive Comm. 4/18/84 F.A.C.	Faculty Affairs 4/17/84	
4.27.84.1	Effectiveness & Efficiency of Senate Deliberations/ Mohr	Executive Comm. 5/2/84	Rules 5/2/84	10/24/84 Senate Editorial Chgs. Only
5.29.84.2	1985 ASPT Policy Revisions/ Rumery	Executive Comm. 6/6/84 F.A.C.	Faculty Affairs 5/29/84	



CALENDAR NO.	PENDING ITEMS	PROMULGATION	REFERRAL	ACTION
9.4.84.4	1984-1990 Academic Plan Submission/Strand	Exec. Committee 9/5/84	To be submitted for information/action on November 14, 28, and December 12.	
9.19.84.3	Deletion of the Sanitarian Sequence and the Industrial Hygiene Sequence of the Major in Environmental Health	Academic Affairs XC/ Exec. Comm.	Academic Affairs	Action 10/24/84
9.19.84.4	Deletion of the Community and Public Health Sequence in Health Education	Academic Affairs XC/ Exec. Comm.	Academic Affairs	Action 10/24/84
9.24.84.1	Change of Name from Major in Office Administration to Major in Administra- tive Systems and Office Technology	Academic Affairs XC/ Exec. Comm.	Academic Affairs	Action 10/24/84
9.25.84.1	Addition of a Minor in Cinema Studies to the Curriculum of the Department of Theatre	Academic Affairs XC/ Exec. Comm.	Academic Affairs	Action 10/24/84
10.3.84.1	Curricular Proposal in Recreation and Park Administration	Academic Affairs XC/ Exec. Comm.	Academic Affairs	Information 10/24
10.4.84.1	Curriculum Proposal in Home Economics	Academic Affairs XC/ Exec. Comm.	Academic Affairs	Information 10/24
10.15.84.2	1984-1989 Academic Calendar Proposal	Admin. Affairs	Admin. Affairs	Action 10/24/84

CHANGES TO THE 1985 ILLINOIS STATE UNIVERSITY FACULTY ASPT

POLICIES PROPOSED BY THE UNIVERSITY REVIEW COMMITTEE

MAY 15, 1984

I-D SUBSTITUTE FOR EXISTING I-D:

Elected members of the Academic Senate shall not be eligible for election to the University Review Committee or the University Appeals Committee. Faculty members shall be eligible to serve on only one of the following elected bodies at a time: the University Review Committee, the University Appeals Committee, a College Faculty Status Committee or a Department Faculty Status Committee. College Council members shall not be eligible to serve on their College Faculty Status Committee. Those faculty members holding administrative appointments may not be elected to serve on ASPT committees (URC, CFSC, DFSC, UAC).

RATIONALE:

Editorial change to clarify and consolidate references to types of faculty excluded from committee memberships under current ASPT policies.

II-A SUBSTITUTE FOR SENTENCE 1; ELIMINATE CURRENT SENTENCE 2:

The URC shall be composed of elected faculty members (as defined in the Introduction above, but excluding those categories of faculty listed in I-D) along with the Provost, who is an ex officio voting member.

RATIONALE:

Same as I-D above; also corrects duplicative error in Sentences 1 and 2 of current II-A.

III-A SUBSTITUTE FOR SENTENCE 1; ELIMINATE CURRENT SENTENCES 2 & 3:

The UAC shall be composed of elected faculty members with tenure (excluding those categories of faculty listed in I-D above).

RATIONALE:

Same as I-D above; also corrects duplicative error in Sentences 2 and 3.

IV-A        SUBSTITUTE FOR SENTENCE 1;    ELIMINATE CURRENT SENTENCE 2:

Each College shall have a CFSC composed of three to six faculty members (as defined in the Introduction above, but excluding those categories of faculty listed in I-D) and the College Dean, who is an ex officio voting member and Chairperson of the Committee.

RATIONALE:

Same as I-D;    also corrects duplicative error in Sentences 1 and 2.

V-A        SUBSTITUTE FOR SENTENCE 1:

Except as noted in V-B, each Department shall have a DFSC composed of at least two faculty members (as defined in the Introduction above, but excluding those categories of faculty listed in I-D) and the Chairperson of the Department, who is an ex officio voting member and Chairperson of the Comm.

RATIONALE:

Same as I-D.

V-C        SUBSTITUTE FOR SENTENCE 1:

Responsibilities of the DFSC encompass collecting information from each faculty member, including systematically gathered student reactions to teaching performance (which must protect the anonymity of students as far as possible), and making recommendations regarding faculty appointments, reappointment and non-reappointment, dismissal, contracts, merit ratings, promotion and tenure.

RATIONALE:

Needed to bring ASPT policies in line with existing "Student Input on Teaching Effectiveness Policy" (approved by the Academic Senate November 12, 1980).

OCT 17 1984

- Request for Approval of a New Sequence

1. Illinois State University
2. Responsible Department: Music
3. Proposed Title: Music Therapy Sequence of the Bachelor of Music Degree
4. Previous Title: Not applicable
5. CIPS CODE: 17.0806
6. Date of Implementation: Fall, 1985
7. Description of Proposed Program:

A. The Field of Music Therapy

Music Therapy is the use of music to accomplish therapeutic goals such as the restoration, maintenance, and improvement of mental and physical health. Music therapy involves the systematic application of music, as directed by the music therapist in a therapeutic environment, to bring about desirable changes in behavior. Such changes enable the individual undergoing therapy to experience a greater understanding of himself and the world about him, thereby achieving a more appropriate adjustment to society. As a member of the therapeutic team, the professional music therapist participates with other professionals in the analysis of individual problems and in the projection of general treatment aims before planning and carrying out specific musical activities. Periodic evaluations are made to determine the effectiveness of the procedures employed. Many music therapy practitioners treat socially and emotionally maladjusted adolescents and adults, with the mentally retarded, or with geriatric patients in hospitals, clinics, day care facilities, community mental health centers, and special service agencies.

Handicapped children comprise a large contingent of those now receiving music therapy. They may be mentally retarded, emotionally disturbed, or cerebral palsied; crippled, blind, or deaf; deprived and/or disadvantaged; or they may have multiple disabilities.

Children with learning problems also profit greatly from music therapy.

The therapist's professional skills are utilized in a wide variety of treatment and educational settings. Some school systems employ music therapists in special education programs. This field will grow and will offer excellent opportunities for music therapists who are also certified as music educators. Some Registered Music Therapists work in their own studios with children and adults referred by psychiatrists and other health professionals.

B. The Proposed Curriculum

Bachelor of Music Degree:  
MUSIC THERAPY SEQUENCE

122 hours required, of which 71 hours are in Music.

- A. Core requirements: 33 hours
- |                          |   |  |
|--------------------------|---|--|
| MUS 101 Theory & History | 6 |  |
| 102 Theory & History     | 6 |  |
| 203 Theory & History     | 6 |  |
| 204 Theory & History     | 6 |  |
| 167 Conducting           | 2 |  |
| Performance Ensemble     | 7 |  |
- 9 hours selected from the following:
- |                     |   |         |
|---------------------|---|---------|
| 111 Group Brass     | 2 | 9 hours |
| 113 Group Strings   | 2 |         |
| 115 Group Woodwinds | 2 |         |
| 117 Percussion      | 1 |         |
| 122 Group Piano     | 2 |         |
| 126 Group Voice     | 2 |         |
- B. Applied Music Study requirements: 8 hours
- C. Sequence requirements: 21 hours
- |                                |   |  |
|--------------------------------|---|--|
| MUS 194 Principles of Mus Ther | 3 |  |
| 292 Mus Ther Practica          | 3 |  |
| 294 Music in Rec               | 3 |  |
| 340 Infl of Mus on Behav       | 3 |  |
| 341 Music in Therapy           | 3 |  |
| 360 Psychomusicology           | 3 |  |
| 362 Field Data in M.T.         | 1 |  |
| 398 PP: Internship             | 2 |  |
- D. Additional Requirements: 3 hours
- |                             |   |  |
|-----------------------------|---|--|
| PSY 346 PSY of Except Child | 3 |  |
|-----------------------------|---|--|
- E. University Studies requirements: 48 hours,  
of which 13  
hours are  
mandated
- |                                |   |        |
|--------------------------------|---|--------|
| BSC 181 Functional Anat of Man | 4 | (US-3) |
| PSY 111 General Psy            | 3 | (US-5) |
| 232 Personality                | 3 | (US-5) |
| SAS 106 Intro to Sociol        | 3 |        |
| OR                             |   |        |
| 180 Intro Cult Anthro          | 3 | (US-5) |

### C. Course Sequence

Introductory courses or courses prerequisite to further study are introduced in the freshman year. Basic courses required of all music majors are offered throughout the freshman and sophomore years. Specialized courses in music therapy and psychology, covering current practice, research, and data collection are offered to the junior and senior in conjunction with music therapy practica. The six-month music therapy internship is the culmination of all previous coursework, providing the opportunity for professional application of treatment and evaluation procedures in a clinical site approved by the National Association for Music Therapy, Inc.

#### Music Therapy Courses Currently in Existence

No new courses are being proposed. The following are catalog descriptions of the eight music therapy courses currently being offered:

MUS 194 Principles of Music Therapy (3 hours)

An introduction to music as a therapeutic agent in the rehabilitation and reorganization of the human being into social life. A survey of the history of the National Association for Music Therapy is included, as well as the processes and principles of music therapy as used by practicing music therapists.

MUS 292 Music Therapy Practicum (1 hour)

Supervised practical experience in therapeutic music situations in various institutions in the area.

MUS 294 Music in Recreation (3 hours)

Techniques and skills essential in the prescription, organization and procedures of leading recreational music activities within therapeutic settings. Development of functional skills on social instruments.

MUS 340 Influence of Music on Behavior (3 hours)

A study of the cultural, physiological, and psychological aspects of music with applications to the music therapy field.

MUS 341 Music in Therapy (3 hours)

A study of the theory, current practices, and research in the field of music therapy.

- MUS 360 Introduction to Psychomusicology (3 hours)  
An introduction to the psychology of music behavior and cognition. Topics include music perception, memory, and learning and their relation to the sensory, formal, and expressive properties of music.
- MUS 362 Field Data Collection in Music Therapy (1 hour)  
Field experience in experimental research and behavioral data collection and evaluation as applied to the field of music therapy.
- MUS 398 Professional Practice: Clinical Internship in Music Therapy (1 hour)  
Professional application of current treatment and evaluation procedures in a clinical setting.

D. Admissions and Retention in the Sequence

Students wishing to be music majors must be admitted to the Music Department through an instrumental or vocal audition. There are no additional specified admission requirements for the music therapy sequence.

For retention in the Music Therapy Sequence, students must maintain the 2.0 GPA required of all ISU students. They must pass juries on their applied instrument at the end of each semester of private study, as is required of all music majors. They must demonstrate piano and guitar proficiency, as determined by the group piano coordinator and by the Director of Music Therapy. They must demonstrate personal accountability, interpersonal skills and basic program competencies during coursework and practica, prior to receiving recommendation for internship.

E. Advisement in Music Therapy

Advisement of all music majors is handled by a music department faculty member who is responsible for scheduling students and for assuring that degree requirements are met in an appropriate sequence. In addition, music therapy students are expected to consult with the Director of Music Therapy to assure that NAMT registration requirements are being met, and to obtain practicum assignments and letters of recommendation for internship.

F. Field Experience in Music Therapy

Field experience in music therapy has been structured to meet the requirements of the University and National Association for Music Therapy, Inc.. Presently, field experience in music therapy consists of MUS 292, Music Therapy Practicum, and MUS 398, Professional Practice: Music Therapy Clinical Internship.



- 1) The music therapy student, during three semesters of his junior and senior year, is expected to enroll in MUS 292, Music Therapy Practicum, a 12-15 clock hour assignment in which the student provides therapeutic music experience for special populations in community schools and hospitals. All field placements are coordinated by the Director of Music Therapy. Individual student preferences, skills, and needs are taken into consideration in making specific site assignments. In accordance with NAMT guidelines, the student's practicum experiences include at least three disability areas during the course of study.

Field agencies are selected based on the quality of treatment they provide to clients, the quality of supervision they provide to students, and their accessibility. Populations presently available to students during practicum include geriatrics, mentally handicapped clients, emotionally disturbed children, psychiatric patients and physically handicapped children.

- 2) The MUS 398, Music Therapy Clinical Internship is a six-month (1040 hours), 40 hour per week, work experience in an NAMT approved facility. Students apply for internships from NAMT's national listing of approved facilities. Directors of clinical internships must be music therapists registered with NAMT. The internship director determines specific, individualized assignments for the student. The internship is offered only to students who have completed prerequisite coursework.

NOTE: Students enrolled under University catalogs prior to 1981-82 were allowed to receive their degrees before completing internships. Because of nationwide problems with students receiving music therapy degrees and then never pursuing internships, NAMT mandated that students beginning under 1981 catalog requirements must complete internships before graduation in order to be registered as music therapists.

#### G. Accreditation

The National Association for Music Therapy, Inc. establishes criteria for the certification and registration of music therapists; members of NAMT who complete an approved degree in music therapy or its equivalent from an accredited college or university plus the six-month clinical internship are eligible to apply for the designation of Registered Music Therapist. All members of the profession are encouraged to conduct research which will increase the

scientific basis for music therapy practice and to contribute to the increasing written body of knowledge concerning music therapy.

No formal college training for music therapists existed before 1944. In 1950, the NAMT, Inc. was founded for the purpose of "the progressive development of the therapeutic use of music in hospitals, educational and community settings, and the advancement of education, training, and research in the profession." By 1950, a few universities had degree curricula with special courses in music therapy, and NAMT had established criteria for the registration of music therapists who would meet specific academic and internship requirements.

Today there are 68 colleges and universities nationwide that offer programs approved by NAMT. Three of these are in Illinois: Illinois State University, DePaul University, and Western Illinois University. A primary and continuing goal of ISU's music therapy program has been to provide the State of Illinois with music therapists who practice their profession at a high level of competence and who conform to nationally accepted ethics and standards of practice for treatment.

The specific objectives of this program are based on lists of essential competencies, experiences, and opportunities listed by NAMT and the National Association of Schools of Music (NASM) for undergraduate music therapy programs. By the end of coursework, students are expected to have attained the following for registration as music therapists:

- 1) Knowledge of music history and theory; functional skills in arranging and conducting - vocal, instrumental and in combination, adequate to meet the therapists' needs in providing repertory and leadership to small instrumental/vocal ensembles.

Required: MUS 101, 102, 203, 204, Music Theory and History; MUS 167, Conducting

- 2) Functional skills in voice and piano; sight reading, improvisation, and accompanying skills.

Required: MUS 126, Group Voice, MUS 122, Group Piano or applied lessons.

- 3) Basic knowledge, skills and maintenance of the various families of instruments (wind, string, brass, percussion) sufficient to provide effective musical experience for individuals and groups.

Required: MUS 111, Group Brass, MUS 113, Group Strings, MUS 115, Group Woodwinds, MUS 117, Group Percussion

- 4) Facility and freedom in performance on one or more major instruments.

Required: Applied Music study, Performance Ensemble

- 5) Basic proficiency in folk or recreational instruments such as guitar, autoharp, accordion, recorder, etc.

Required: MUS 294, Music in Recreation

- 6) Knowledge of the behavioral and biological sciences.

Required: BSC 181, Functional Anatomy of Man, SAS 106, Introduction to Sociology or SAS 180, Introduction to Anthropology; PSY 111, General Psychology, PSY 232, Personality, PSY 346, Psychology of the Exceptional Child

- 7) Theory, observation, assessment and measurement techniques, clinical and research literature, methods and materials, as well as a working knowledge of ethics concerning the use of music in therapy in the following major areas: developmental disabilities, mental health and illness, physical disabilities, geriatrics, behavior disorders, learning disabilities, disadvantaged conditions, delinquency and corrections and substance abuse.

Required: MUS 194, Principles of Music Therapy, MUS 292, Music Therapy Practicum, MUS 341, Music in Therapy, MUS 362, Field Data Collection in Music Therapy, MUS 398, Professional Practice: Clinical Internship in Music Therapy

- 8) Knowledge of the human response to music in relation to physiological, cognitive and affective responses; music preference and ability; acoustics; research methods, including statistics.

Required: MUS 340, Influence of Music Upon Behavior, MUS 360, Psychomusicology

ISU's music therapy certification program was reviewed in 1982 by the National Association of Schools of Music (NASM), and in 1981 by the National Association for Music Therapy, Inc. (NAMT). The program received continued accreditation by both agencies.

## 8. Rationale:

### A. The Need for a Formal Unit of Instruction:

Since 1977, students at ISU have had the opportunity to pursue registration as music therapists by completing 1) a degree in music, 2) the coursework required by the National Association for Music Therapy, Inc., and 3) an internship. This preparation required at least four and one-half years of coursework prior to the internship. By instituting a formal sequence in music therapy, the curriculum, though still demanding, is consistent with other baccalaureate programs because students are not required to complete the coursework for another music degree in addition to the needed coursework in music therapy.

In addition, the accrediting agency, NAMT, recently changed its regulations to require that the internship be incorporated into the baccalaureate degree. The prior arrangements used by students at ISU--finishing coursework, graduating, and then pursuing an internship--is no longer acceptable for registration as a music therapist. Therefore, the designation of a sequence will reduce the length of the program and will allow students to gain registration as music therapists under the guidelines of NAMT.

**B. Programs in Music Therapy approved by the NAMT are listed below:**

**Arizona**

Arizona State University, Tempe, AZ 85281  
Barbara J. Crowe, RMT, School of Music

**Arkansas**

Henderson State University, Arkadelphia, AR 71923  
Leslie Uttan, RMT, School of Fine Arts

**California**

\*California State University, Long Beach, CA 90840  
Kay Roskam, Ph.D., RMT, Dept. of Music  
\*University of the Pacific, Stockton, CA 95211  
Suzanne B. Hanser, Ed.D., RMT, Dept. of Music Therapy

**Colorado**

Colorado State University, Fort Collins, CO 80523  
Frederick Tims, Ph. D., RMT, Dept. of Music

**District of Columbia**

\*Catholic University of America, Washington, DC 20064  
Jo Delle Waller, RMT, School of Music  
Howard University, Washington, DC 20056  
Ara Rachal, RMT, Dept. of Music

**Florida**

†Florida State University, Tallahassee, FL 32306  
Jayne M. Alley, Ph.D., RMT, School of Music  
\*University of Miami, Coral Gables, FL 33124  
Melvyn D. Arnold, RMT, Dept. of Music Education

**Georgia**

Georgia College, Milledgeville, GA 31061  
James J. Fortier, RMT, Dept. of Music  
†University of Georgia, Athens, GA 30602  
Richard M. Graham, Ph.D., RMT, Dept. of Music

**Illinois**

DePaul University, 804 W. Belden Ave., Chicago, IL 60614  
Christina Lucia, RMT, School of Music  
Illinois State University, Normal, IL 61761  
Marie DiGiammarino, RMT, Music Dept.  
Western Illinois University, Macomb, IL 61455  
Bruce A. Prueter, RMT, Dept. of Music, Browne Hall

**Indiana**

Indiana University-Fort Wayne, Fort Wayne, IN 46815  
Lalene Dyshere Kay, RMT, Div. of Music  
University of Evansville, Evansville, IN 47702  
Alan L. Solomon, RMT, Music Dept.

**Iowa**

University of Iowa, The, Iowa City, IA 52242  
Erwin Schneider, Ph. D., RMT, Div. of Music Education  
Wartburg College, Waverly, IA 50677  
Carol Culton, RMT, Dept. of Music

**Kansas**

†University of Kansas, Lawrence, KS 66045  
Alicia C. Gibbons, Ph.D., RMT, Dept. of AMEMT

**Louisiana**

\*Loyola University, New Orleans, LA 70118  
Charles Braswell, RMT, Dept. of Music Therapy

**Maryland**

Columbia Union College, Takoma Park, Maryland 20012  
Van Knauss, D.M.A., Music Dept.

**Massachusetts**

Anna Maria College, Paxton, MA 01612  
Susan J. Pasquale, RMT, CMT, Dept. of Music

**Michigan**

Eastern Michigan University, Ypsilanti, MI 48197  
Michael G. McGuire, M.M., RMT, Dept. of Music  
†Michigan State University, East Lansing, MI 48824  
Robert F. Unketer, RMT, Dept. of Music

Wayne State University, Detroit, MI 48202

Carol Collins, RMT, Dept. of Music  
\*Western Michigan University, Kalamazoo, MI 49008  
Brian Wilson, RMT, School of Music

**Minnesota**

Augsburg College, Minneapolis, MN 55454  
Roberta Kagin Metzler, RMT, Dept. of Music  
College of Saint Teresa, Winona, MN 55987  
Judith Williams, RMT, Dept. of Music  
†University of Minnesota, Minneapolis, MN 55455  
Mary Ann Nolteriek, RMT, School of Music, Scott Hall

**Mississippi**

William Carey College, Hattiesburg, MS 39401  
Carylee Hammons, RMT, School of Music

**Missouri**

Maryville College, 13550 Conway Rd., St. Louis, MO 63141  
Joseph J. Moreno, RMT, Dept. of Music Therapy  
\*University of Missouri-Kansas City, Kansas City, MO 64111  
Wanda Latham, Ph.D., RMT, Conservatory of Music

**Montana**

Eastern Montana College, Billings, MT 59101  
Mark S. Rider, RMT, Dept. of Music

**New Jersey**

Montclair State College, Upper Montclair, NJ 07043  
Karen D. Goodman, RMT, Dept. of Music

**New Mexico**

Eastern New Mexico University, Portales, NM 88130  
Juanita McElwain, Ph.D., RMT, School of Music

**New York**

Nazareth College of Rochester, 4245 East Ave., Rochester, NY 14610  
Bryan C. Hunter, RMT, Music Dept.  
State University College—Fredonia, NY 14063  
Constance Willeford, RMT, Dept. of Music  
State University College—New Paltz, New Paltz, NY 12561  
Robert Krout, RMT, Music Dept.

**North Carolina**

East Carolina University, Greenville, NC 27834  
Ruth Boxberger, Ph.D., RMT, School of Music  
Queens College, Charlotte, NC 28274  
Frances McClain, RMT

**Ohio**

Cleveland Consortium Schools:  
Baldwin-Wallace College, Berea, OH 44017  
Case Western Reserve University, Cleveland, OH 44106  
Cleveland State University, Euclid at East 24th St., Cleveland, OH 44114  
College of Wooster, The, Wooster, OH 44691  
Oberlin College, Oberlin, OH 44074  
Consortium Director: Susan Kane, RMT, Director of Music Therapy, Merner-Pfeiffer Hall, Conservatory of Music, Baldwin-Wallace College, Berea, OH 44017  
College of Mt. St. Joseph on the Ohio, Mt. St. Joseph, OH 45051  
Belinosa S. Murray, RMT, Music Dept.  
Ohio University, Athens, OH 45701  
Evie Adelman, RMT, School of Music  
University of Dayton, Dayton, OH 45469  
Marilyn Sandness, RMT, Music Div. of Performing & Visual Arts Dept.

**Oklahoma**

Phillips University, Enid, OK 73701  
Betty Shirm, RMT, School of Music  
Southwestern Oklahoma State University, Weatherford, OK 73096  
Michael Cassidy, RMT, Dept. of Music

**Oregon**

Willamette University, Salem, OR 97301  
Donna Douglass, RMT, Dept. of Music

**Pennsylvania**

Combs College of Music, Philadelphia, PA 19119  
Herbert Levin, D. Mus., RMT, Director, Music Dept.  
College Misericordia, Dallas, PA 18612  
Sr. Lucille Cormier, RMT  
\*Duquesne University, Pittsburgh, PA 15219  
Sr. Donna Marie Beck, RMT  
Elizabethtown College, Elizabethtown, PA 17022  
Grace Malcolm, RMT, Dept. of Music  
§Hahnemann University, 230 N. Broad Street, Philadelphia, PA 19102  
Cynthia A. Briggs, RMT, Dept. of Music  
Mansfield University, Mansfield, PA 16933  
Elizabeth Eidenier, RMT, Dept. of Music  
Marywood College, Scranton, PA 18509  
Sr. Mariam Pfeifer, RMT, Dept. of Music  
Slippery Rock State College, Slippery Rock, PA 16057  
Sue A. Shuttleworth, RMT, Dept. of Music

**South Carolina**

Baptist College at Charleston, Charleston, SC 29411  
Myra Jordan, RMT, Music Dept.

**Tennessee**

Tennessee Technological University, Box 5045, Cookeville, TN 38501  
Susan Claeys, RMT, Dept. of Music

**Texas**

\*Southern Methodist University, Dallas, TX 75275  
Charles Eagle, Ph.D., RMT, Div. of Music  
†Texas Woman's University, Denton, TX 76204  
Donald E. Michel, Ph.D., RMT, Dept. of Music and Drama  
West Texas State University, Canyon, TX 79016  
Martha Estes Beard, RMT, Dept. of Music

**Utah**

Utah State University, Logan, UT 84322  
David Wolfe, Ph.D., RMT, Dept. of Music

**Virginia**

\*Radford University, Radford, VA 24142  
Joseph Scartelli, Ph.D., RMT, Dept. of Music  
Shenandoah College and Conservatory of Music, Winchester, VA 22601  
Marian Sung, RMT, Music Therapy Dept.

**Wisconsin**

Alverno College, Milwaukee, WI 53213  
Sr. Josepha Schorsch, RMT, Dept. of Music  
University of Wisconsin—Eau Claire, Eau Claire, WI 54701  
Dale Taylor, RMT, Dept. of Music  
\*University of Wisconsin—Milwaukee, Milwaukee, WI 53201  
Leo Muskatevc, RMT, Dept. of Music  
University of Wisconsin—Oshkosh, Oshkosh, WI 54901  
Nancy Lloyd, RMT, Dept. of Music

\*Also award Master's Degree

†Also award Master's Degree and Doctoral study

§Award graduate degrees only

#### C. Student Demand

Music therapy certification was first possible for ISU students entering under the 1974 catalog. Since that time, at least 75 students per year have been pursuing certification, with an average of 18 completing requirements per year since 1976.

Data collected by NAMT in 1980-81 showed that the enrollment in music therapy programs in 16 Great Lakes and Midwest schools ranged from 18 (Alverno College, Wisconsin) to 138 students (University of Kansas), with an average of 50 students per program. An informal national survey of music therapy programs, conducted in 1982 by Mansfield State College (N.J.), shows the mean music therapy program enrollment for Fall 1982 as 49.08, for Fall 1981 as 48.74 and for Fall 1980 as 55.88. During the past three years, ISU has had approximately 75 music therapy students enrolled per year.

#### D. Societal Need for Music Therapists

Results of a study of the music therapy profession reported in the Journal of Music Therapy, Spring 1979 ("A Survey of Clinical Practice in Music Therapy Part I: The Institutions in Which Music Therapists Work and Personal Data" by Charles Braswell, Cheryl Maranto, and Anthony Decuir), indicated that 28.53% of registered music therapists worked with the psychiatric population, 25.50% worked with the mentally retarded, 18.31% worked with other handicapping conditions, 10% were employed in other fields and 16.66% were not employed (housewife, graduate student, out-of-work, etc.). Music therapists were employed in state institutions (56.51%), private institutions (34.78%), county (4.34%), and federal institutions (3.37%).

In May, 1981, the Employment Relations Committee of NAMT published a report summarizing pertinent information about civil service classifications under which music therapists could be hired in each of the 50 states. This project showed that 17 states, including neighboring states of Indiana, Michigan, and Wisconsin, have a state music therapy job classification. Fourteen states, including Illinois, can hire music therapists under the title of activity therapist or specialist. Five states hire music therapists under the title of recreation therapist or leader, and four states use the title of clinical, registered or rehabilitation therapist. The federal government hires music therapists in veterans hospitals, using the job classification Recreation/creative arts therapists. Music therapists are hired in private institutions under similar job titles.



During the past five years, ISU has graduated an average of 18 students per year who have pursued music therapy certification. In times of economic health, graduates have had little difficulty finding jobs. In present economic times, competition for jobs is keener; most graduates have found jobs in their field if they were willing to relocate.

9. Expected Impact of Proposal on Existing Campus Programs

The proposed music therapy sequence should continue to enjoy the positive relationship with other campus programs which has already been established. Because of a need for a wide base of knowledge in the behavioral sciences, music therapy students take specific courses in anthropology, sociology, anatomy and psychology. Approximately half of these courses also meet University Studies requirements.

MUS 194, Principles of Music Therapy, though not a University Studies course, continues to draw general students who are interested in the field. This course often provides recruitment for the program, because many students major in music therapy after having been exposed to the field in this course. In addition, this introductory course and MUS 294, Music in Recreation, consistently draw a number of recreation majors per semester.

10. Expected Curricular Changes Including New Courses

No curricular changes or new courses are necessary.

11. Anticipated Staffing Arrangements

Staffing arrangements for a music therapy sequence will not change. Two registered music therapists are employed as full-time faculty members for the therapy program, and there are two music education faculty members who provide supportive instructional services. The following information summarizes the qualifications of current music faculty who participate in the music therapy program.

Marie DiGiammarino, B.S., Indiana University of Pennsylvania, 1971; M.M.Ed., University of Georgia, 1975; R.M.T., National Association For Music Therapy (NAMT), 1976. Director of Music Therapy, serves on NAMT Judicial Review Board, serves as state representative to Great Lakes Regional music therapy association. Previous positions: music therapy training coordinator, Georgia Retardation Center--Athens Unit, University of Georgia, 1980-1981; rehabilitation therapist, Caswell Center, Kinston, North Carolina, 1976-1979; served on NAMT Assembly of Delegates 1977-1981; served as Southeastern Regional music therapy secretary 1979-1981; vocal music instructor, Southern Fulton School District, Warfordsburg, Pennsylvania, 1971-1974.

Mary J. Nicholas, B.M.Ed., R.M.T., The University of Portland, Portland, Oregon, 1962; M.M.Ed., The University of Portland, Portland, Oregon, 1966; Ph.D. in Music Education, the University of Kansas, Lawrence, Kansas, 1972. Associate Professor of Music, associate member of graduate faculty; previous faculty appointment, College of Saint Teresa, Winona, Minnesota, 1973-1980; staff music therapist, Lakemary Center, Paola, Kansas, 1972-1973 and Southard School, Menninger Foundation, Topeka, Kansas, 1971-1972; previous teaching experience elementary vocal music; member National Association for Music Therapy; editor, Journal of Music Therapy, 1976-1979; review editor, Journal of Psychomusicology, 1982-; publications, Journal of Music Therapy.

Paul E. Rosene, B.S. in Ed., 1951, M.S. in Ed., 1956, Illinois State University; Ed.D., The University of Illinois, 1976. Professor of Music, Coordinator of Student Teaching, Founder of Music Therapy Division, member of graduate faculty. Previous appointments: Associate in Research in Special Music Education, University of Illinois, 1972-1973; Supervisor of Music Education, Pittsfield, Illinois Public Schools; Director of Hospital Music and Training Bands, United States Air Force, 1953-1955; Member of Teach Arts for the Handicapped, Federal Project #05-542-0189, 1979-1980. Editor of Music Therapy Newsletter, "Voice of the Lakes", Great Lakes Region of the National Association for Music Therapy, Inc., 1969-1976; Chairman, North Central Division of the Music Educators National Conference of the Committee for Special Learners, Illinois Music Educators Association, 1982-present; Vice-President for Higher Education, Illinois Music Educators Association, Past President, District III, Illinois Music Educators Association, 1970-1975. Publications: "Musical Insights for the Exceptional Child" (Rosene's Recitatives) quarterly in the Illinois Music Educator Instrumentalist and the School Musician. Books: Making Music (Stipes Publishing Company, Champaign, Illinois, 1982), and Making Music With Choirchimes (Hope Publishing Company, Carol Stream, Illinois, 1983). Workshop leader and lecturer in Music Therapy/Music for Special Learners/ Instrumental Music for the Exceptional Child/Conductor of Festivals and Instrumental programs.

David B. Williams, B.M.Ed., Northwestern State University of Louisiana, 1965; M.M. in theory, Northwestern State University of Louisiana, 1966; Ph.D. in systematic musicology, The University of Washington, Seattle, Washington, 1973. Professor of Music, Director of the Office of Research in Arts Technology, member of graduate faculty. Previous positions: represent 20 years experience in teaching and research in music education, psychomusicology, and educational technology; member of Music Educators National Conference, College Music Society, Phi Delta Kappa, Association for the Development of Computer-Based Instruction Systems, American Psychological Association; Editor, Psychomusicology; published extensively in professional journals, Music Educators Journal, the Council for Research in Music Education Bulletin, the British Journal of Psychology of Music, the Journal of Research in Music Education, and Behavioral Methods and Instrumentation. Workshops and presentations on the use of microcomputers in the arts at Stephen F. Austin University, the University of Iowa, Columbia Teachers College and the University of Wisconsin, Madison. Kellogg Foundation educational leave, 1982-1983.



## 12. Anticipated Funding Needs and Source of Funds

The music therapy certification program, as it presently exists, is funded each year by monies allocated to the music department for costs of salaries, instructional materials, etc. No funding in addition to that already allocated is required for a Music Therapy sequence.

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### Approvals:

Departmental - 3/23/84  
Fine Arts Curriculum Committee - 3/23/84  
Fine Arts Dean - 3/27/84  
University Curriculum Committee - 10/5/84  
Academic Affairs - 10/15/84  
Academic Senate  
Board of Regents  
Illinois Board of Higher Education

# Illinois State University

Assistant Provost for  
Undergraduate Instruction

OCT 17 1984

October 16, 1984

TO: Laura Gowdy, Chair  
Academic Senate

FROM: Peg Balbach, Chair  
Academic Affairs

RE: Agenda for Senate

The enclosed proposals for a Fashion Design Sequence of the Comprehensive Home Economics Major and Music Therapy Sequence of the Bachelor of Music Degree were passed by Academic Affairs on 10/15/84. I am writing to request that these items be placed on the Senate Agenda for discussion on October 24, 1984.

ms

## Enclosures

xc: David Strand  
Jack Chizmar  
Betty Chapman  
Charles Bolen  
Connie Ley  
Ann Stemm  
Arthur Corra  
Marie DiGiammarino

Normal-Bloomington, Illinois  
Phone: 309/438-2155

413 Hovey Hall  
Normal, Illinois 61761

10.17.84.1

OCT 17 1984

Request for Approval of a New Sequence

1. Illinois State University
2. Responsible Department: Home Economics
3. Proposed Title: Fashion Design Sequence of the Comprehensive Home Economics Major
4. Previous Title: Not applicable
5. CIPS Code: 19.0904
6. Date of Implementation: August, 1985
7. Description of Proposed Program:

Fashion design combines the creativity of the fine arts and the practicality of the market. It involves the design, construction, and marketing of the product. A designer must have knowledge of all aspects of the field to be successful. Therefore, the designer must study art, textiles, clothing construction techniques, consumer needs, and changing consumer tastes.

The designer must be aware of the roles of industry and the consumer. The designer must know how an idea can be transformed into an article of clothing and what the retailer needs to market the product successfully. Knowledge of the history of fashion design, the non-verbal communications conveyed by color and clothing styles, consumer demands and lifestyle needs is also important in the education of the designer.

The proposed Fashion Design Sequence in Home Economics offers the student an opportunity to learn about textiles, clothing construction, and design techniques. A theoretical base for the design courses is built through such courses as Economics of Fashion, Clothing and Behavior, and History of Fashion, where curricular emphasis is placed on clothing throughout the life cycle. In textiles, the student learns about fiber, yarn, and fabric properties and how these factors influence the performance of a fabric. A thorough understanding of clothing construction and fit are important in creating designs that will "work" on the human body. In the upper-level courses, an emphasis is placed on analyzing various design and fitting techniques so that the student will be able to

evaluate existing techniques and use new information as it becomes available.

Students pursuing fashion design, like all fields in the arts, are expected to have an innate creative ability. Most positions, however, require a combination of the creative and the practical. The combination of the artistic and the practical elements outlined in the proposed curriculum will equip the student with the needed background to work in the field of fashion design. Particularly at the entry level, individuals take existing ideas and interpret them for a specific size, price, and age level. A thorough knowledge of textiles, clothing construction, flat pattern and draping techniques are needed to interpret a concept for a particular consumer segment.

The proposed curriculum is as follows:

Comprehensive Home Economics Major:  
Fashion Design Sequence

52 hours required

A. Core requirements (17 hrs.):

HEC 110	Intro to Home Economics	1
114	Individual & Family Development	4
115	Textiles & Apparel	4
117	Consumer Management	4
118	Housing & Equipment	4

B. Sequence requirements (24 hrs.):

ART 103	Visual Elements	3
104	Basic Drawing	3
213	Life Drawing	3
351	Special Projects in Art	3
HEC 122	Clothing Construction	3
222	Fashion History	3
228	Costume Design	2
322	Patternmaking	3
324	Draping & Design	3

C. Remaining 9 hours from:

HEC 220	Clothing Construction	3
221	Tailoring	3
229	Fashion Accessories	2
249	Merchandising in Fashion	3
323	Advanced Textiles	3
326	Fitting & Alterations	3
327	Clothing & Behavior	3
328	Economics of Fashion	3
ART 240	Weaving	3
341	Printed Textiles	2-3
224	Jewelry	3
235	Photography as an Art Form	3
389.68	Rendering for Product Design	3

D. Recommended University Studies  
courses or general electives:

CHE 104	Chemistry of Life	3	
	OR		3-4
110	Fundamentals of Chemistry	4	
ECO 100	Principles of Economics I		3
101	Principles of Economics II		3
PSY 111	General Psychology		3
SAS 106	Introduction to Sociology		3
ACS 140	Introduction to the Computer World		3
THE 130	Introduction to Costume		3

## 8. Rationale:

### A. The Field of Fashion Design

The field of fashion design has received increased attention in the midwest since the opening of the Apparel Center in Chicago. As a result of this event, the Illinois affiliate of "The Fashion Group" (a professional organization representative of the apparel industry) has extended both its influence and membership. Through continued participation in this professional organization, several ISU faculty members have become aware of expanding career opportunities in the fashion design field and the need for formal preparation in order for students to qualify for emerging occupations. Apprenticeships can no longer be relied upon to produce designers with the qualifications that are necessary for this competitive industry.

Within the field of Textiles and Clothing, fashion design and fashion merchandizing are distinct specialties. Background for the designer includes an emphasis in art; background for the merchandiser includes an emphasis in business. Both the designer and the retailer must be aware of consumer demands, including the successful use of accessories, textiles, and clothing construction. The emphasis of the designer, however, is creativity; the merchandiser emphasizes the marketing and economics of the fashion industry. The designer must possess artistic talents, have a thorough knowledge of garment construction, and have the ability to combine a textile with a garment idea. The designer must be able to envision the garment from its inception to its completion; the merchandiser is concerned with marketing the final product.

The goal of initiating a Fashion Design sequence in the Department of Home Economics at ISU is not new; it was proposed in successive publications of the University Academic Plan, including the 1983-8 program review of the department. As a result of increasing interest expressed by students in Art and Home Economics in such a program, faculties in both departments believe that the interdisciplinary program will meet the needs of a substantial number of students.

### B. Other Programs in Fashion Design

A number of colleges and universities in other states offer programs in fashion and apparel design. Among them are:

Oregon State University  
Kansas State University  
University of California, Davis

University of Missouri  
Virginia Polytechnic Institute and State University  
Florida State University  
University of Hawaii of Manoa  
University of Delaware  
Texas Technical University  
Colorado State University  
University of Maryland  
Iowa State University  
University of Western Michigan  
University of Wisconsin, Madison  
University of Wisconsin, Stout  
University of Minnesota  
University of Alabama

The only program with a focus on Fashion Design presently available in Illinois is offered at Southern Illinois University. Four-year programs in Textiles and Clothing are offered at Northern Illinois University and the University of Illinois, but these curricula do not include a specific Fashion Design emphasis. Students enrolled in Textile and Clothing programs may elect courses in Fashion Design, but will receive no official recognition on their transcripts.

Fashion design programs are also offered at specialized schools such as the Fashion Institute of Technology and the Parson's School of Design in New York City. Not all Illinois students are able to go to New York City to study nor are these schools able to accommodate all of the students who wish to pursue a fashion design curriculum. Many students also desire a broader education along with preparation in fashion design. Two-year programs are available which concentrate almost entirely on construction and design. The curricula of such programs do not include the broad theoretical base nor the analytical approach which is provided in the proposed program. In addition, the two-year programs do not include the general education provided by University Studies and the opportunity to develop a maturity that occurs with the completion of a university degree.

Illinois State University, with its strong and qualified faculty, in both Home Economics and Art, can become a leading institution for preparing fashion designers. The fashion design students at ISU also have the advantage of access to an extensive historic costume collection. The Department of Home Economics is currently preparing a facility for maintenance and storage of the collection, which will make garments accessible as resources for design work and study. Another resource available to students in the program is the Art Department's extensive collection of slides directly related to fashion design and the fashion industry. These existing resources will supplement the program in Fashion Design.



### C. Student Demand for a Sequence in Fashion Design

Enrollments in Home Economics and Art are substantial. The number of students majoring in Home Economics has increased approximately 17 percent over the past two years (to 503 majors in the Spring of 1984), with the majority selecting Fashion Merchandising for their specialization. Many of these students show an interest in and talent for Fashion Design. In anticipation of a new thrust in Fashion Design, one Home Economics faculty member worked with a major design firm in South Carolina during the summer of 1984 on a mini-leave as part of the College of Applied Science and Technology's faculty development program.

A survey was conducted in September, 1984, in three Home Economics classes to assess the interest in this sequence. Of the 250 students surveyed, 45 indicated that they would have chosen this sequence if it had been available. The percentage ranged from 16% (25 of 150) in the Introduction to Home Economics class to 30% (10 of 30) in the Clothing and Behavior class. A number of students pursuing art-related or fashion merchandising programs are also likely to choose the proposed sequence.

### D. Employment Opportunities

A wide variety of career/work opportunities are available to the student majoring in fashion design. All jobs requiring this specialization may not carry a designation of fashion design, but do require background acquired by such majors. Inside the Fashion Business (Jarnow, Judelle and Guerrero, 1981), describes entry-level jobs for graduates in fashion design. These jobs include assistant designer, cutting assistant, sketching assistant, sketcher, sketcher/stylist and junior designer. All of these occupations are listed as requiring a degree in Fashion Design. A number of other career opportunities are heavily dependent on fashion design training and are particularly well suited to people with fashion design degrees from home economics programs. Home economics offers a broader background for this field than art because it includes aspects such as textiles, clothing, behavior, clothing construction, and consumer studies as part of the curriculum.

The 1982-83 edition of the Occupational Outlook Handbook, Bulletin 2200, cites that formal training is usually required for employment in the applied arts. This formal training most often comes from professional schools or 4-year college or university programs. Job titles in the applied arts related to fashion design include fashion illustrators, display artists, and interior designers and decorators. The publication



also noted that "keen competition exists for salaried jobs and freelance work". Employment is expected to increase through the 1980s; individuals with above-average talent will continue to be in demand. Based on this information, the development of artistic skills and knowledge and training in the field of Fashion Design will give students an advantage in the job market.

The majority of employment opportunities exist in areas other than what is popularly known as "high fashion." Department stores develop their own house labels for the mass market; in addition, clothing and accessories are worn by individuals of both sexes and of all ages. The field, therefore, and the opportunities within it, are much broader than what might be seen in the New York and Paris shows. Most graduates of this proposed sequence will seek employment in this more widely defined field.

Apparel manufacturing is a large segment of the American economy. The data that follow, taken from the 1984 edition of the Statistical Abstract of the United States, illustrate the number of firms and employees involved in this industry:

## NO. 1371. MANUFACTURES SUMMARY FOR INDUSTRY GROUPS: 1967 TO 1981

[Data based on various editions of the *Standard Industrial Classification Manual*, published by the Office ofManagement and Budget; see text, p. 762. See also *Historical Statistics, Colonial Times to 1970*, series P 58-67.]

Industry code <sup>1</sup>	INDUSTRY GROUP	1967			1972			1977						1981						
		Establish- ments (num- ber)	All employees		Value added by manu- facture <sup>2</sup> (mil. dol.)	Establish- ments (num- ber)	All employees		Value added by manu- facture <sup>2</sup> (mil. dol.)	Establishments		All employees		Production workers		Value added by manu- facture <sup>2</sup> (mil. dol.)	Capital expendi- tures, new <sup>4</sup> (mil. dol.)	All employees		Value added by manu- facture <sup>2</sup> (mil. dol.)
			Num- ber <sup>3</sup> (1,000)	Pay- roll (mil. dol.)			Num- ber <sup>3</sup> (1,000)	Pay- roll (mil. dol.)		Total	With 20 or more employ- ees	Num- ber <sup>3</sup> (1,000)	Payroll (mil. dol.)	Num- ber <sup>3</sup> (1,000)	Wages (mil. dol.)			Num- ber <sup>3</sup> (1,000)	Payroll (mil. dol.)	
23	Apparel, other textile products.....	26,393	1,357	5,582	10,064	24,438	1,368	7,212	13,488	26,505	11,932	1,334	9,659	1,157	7,253	19,671	457	1,251	11,805	25,840
231	Men's and boys' suits and coats.....	1,003	136	642	1,048	856	125	770	1,342	737	467	99	822	86	646	1,574	26	80	879	1,631
232	Men's and boys' furnishings.....	2,853	345	1,212	2,181	2,787	363	1,692	3,242	3,013	2,129	365	2,340	323	1,863	4,935	118	327	2,228	5,674
233	Women's and misses' outerwear.....	9,416	409	1,756	3,183	9,526	433	2,270	4,102	11,834	5,556	448	3,153	387	2,304	6,430	134	444	3,921	8,564
234	Women's, children's undergarments.....	1,213	114	444	867	1,002	105	525	1,049	878	595	92	613	79	449	1,250	23	92	794	1,743
235	Hats, caps, and millinery.....	843	24	102	164	496	15	73	133	409	169	15	105	13	79	186	4	20	175	348
236	Children's outerwear.....	1,334	78	298	538	1,061	75	368	709	1,002	686	71	459	61	349	879	14	69	568	1,205
237	Fur goods.....	1,304	9	59	117	797	5	41	86	620	48	4	52	3	36	113	1	4	58	160
238	Misc. apparel and accessories.....	1,397	71	285	510	1,302	62	336	636	1,284	593	56	408	48	288	845	21	54	526	1,133
239	Misc. fabricated textile products.....	7,030	173	785	1,457	6,611	186	1,139	2,188	6,728	1,689	185	1,707	156	1,238	3,459	116	160	1,946	4,231

In a survey of one week's editions of Women's Wear Daily (week of October 8, 1984), approximately 100 positions per day were advertized in the fashion field, of those, approximately 25% emphasized design or design-related qualifications. A sample of those ads is included to illustrate the kinds of positions for which graduates of this proposed sequence could compete:

#### Help Wanted

#### Help Wanted

### ASSISTANT DESIGNER

Gottex swimwear looking for organized, detail oriented person to assist designer. Must be able to make 1st pattern from sketch. 2 years experience necessary. Call Marlene at 212-354-7414

### ASST. DESIGNER

High energy person to work in very busy design room of established childrens sportswear mfr. Must have following abilities:

- Make first pattern from designer sketch.
- Highly organized, detail oriented & capable of supervising sampleroom.
- Make piece goods appointments and do follow ups.
- Would be helpful if able to draw art work for screens & appliques.

M58482, W.W.D.

### ASSISTANT PATTERNMAKER

Head Sportswear located in Baltimore Washington area, has an opening for an assistant patternmaker. Applicant should have solid background in patternmaking from first pattern thru production pattern. Prior experience in sportswear manufacturing is preferred as will be involved in all product lines. This is an exciting challenging position with good pay and benefits. Must be willing to relocate.

Call Personnel Debbie Kardesh  
331-730-8300  
E.O.E.

### DESIGNER

New position with established apparel mfr seeking to expand Jr dress line & develop PRE-TEEN dress line. Creative professional desired.

M62046, WWD

### DESIGN ASST

Young couture designer w/nat'l following seeks hard working no nonsense design asst who can give results.

- Manages Sample room
  - Shop Fabric Market
  - Sketch Legibly
  - Drape from Sketch
  - Sewing Knowledge a Must
- Send resume & sal. req. to:  
M58372, W.W.D.

### SCHIFFLI DESIGNER/SKETCHER

Needed for well known embroider. mfr. Salary commensurate with exp. For confidential interview

### DESIGNER GIRLS SLEEPWEAR

Nationally known firm seeks expd, professional designer. Salary open. Career opportunity.

M62044, WWD

### ASST DESIGNER

Moderate to better updated missy dresses. Good experience necessary. Salary open. Ask for Mike 212-764-0166

### Stylist/Designer

Leading boys knitwear mfr looking for expd designer. Must have good color sense & an eye on the current trends. Call 212-564-4133

### SWEATER DESIGNER

Great opportunity for aggressive creative designer for national junior sweater line. Willing to cut first pattern. Must have knowledge of hand & machine knitting. Located in Brooklyn. Call Richard Yates 718-622-2124

### Ass't to Designer

for sportswear line. Must have design & drawing skills. Good organization and coordination abilities. Excellent growth opportunity. Experience necessary. Call for appt. (213) 655-1914. Jackie or send resume to: NANCY HELLER, 634 N LaPeer Dr., Los Angeles, CA 90069 Attn: Jackie.

DESIGNER (3) F/P \$50/hr  
Childrenswear Daywear/Swimwear  
Mel Gabbe Agency 475 Fifth Ave.

### DESIGNER

Childrens Sleepwear

We are interested in an energetic imaginative designer to take responsibility in a growing childrenswear co.

CANDLESTICKS, INC 212-947-8900

### DESIGNER

Girls 4-14 Pants

Highly motivated self starter with ability to create contemporary look. Must have a good color sense & exp. in selection of piece goods. Call for resume. M 62045, W.W.D.

### DESIGN ASST

Major knitwear importer has opening for detail oriented assistant for our design dept. Working knowledge of overseas procedures including Telex & contact methods of Donna 212-214-8490

## ASST DESIGNER

At least 1 yr exp. Must be able to offer-  
pret sketches into cut pattern & make  
cut samples. Call in strict confidence  
212-615-3347

## ASST DESIGNER

Cr. for a swimwear company  
Seventh Ave sampleroom and make  
first patterns. Previous swimwear ex-  
perience necessary. Excellent compa-  
ny benefits.

Monika Tilley for  
CHRISTIE BRINKLEY  
212-944-6618

## ASSISTANT DESIGNER

Creative person needed. Must be able  
to make first pattern and sew first  
sample. Some experience helpful. Call  
Marcy 10-4 at

212-361-0888

## ASST DESIGNER

Knowledge 1st patterns exp'd knit tops.  
Salary open, benefits 212-784-4317

## BARNES & BOSWELL DSGNER/MDSER CAREERS

Mdsr Mens Knits travel \$75K+  
DIV HEAD-boys knits \$8H  
Prod patternmg girls sps \$40K's  
Designer Newborn-reloc So. \$Open  
Designer Boys Knits to \$30K  
Dsgnr girls/boys relocate \$8H  
Designer Mens Knits \$8H  
Controller-reloc upstate \$40K  
Prod Clerical to \$15K  
Clerical's-Growth \$14K  
CALL ANNE FORMAN  
12E46St 986-8408 Agency

## DESIGNER

For Jr/Missy Sptswr mfr. for major  
chains. Bright, energetic, talented de-  
sign school grad for beginner position.  
1 sketching ability req. Call or write  
Jeanne, Banner Industries, 38 W 32 St,  
NY, NY 10011

(212) 564-3400

## DESIGNER ASSISTANT

CHILDRENS 7-14  
DRESSES & SPTSWR  
Must be capable of  
making 1st pattern  
and have 7-11 exp.  
WELL ESTABLISHED  
CHILDRENSWEAR MFR.

CALL JAN  
212-244-4500

Designer-Boys knit shirt Exp. 8/20-  
pop-pcd Top Co. \$28,000. F/P Call N.  
Flatow 254-6141 by 12. Vincent Agency.

## ASST DESIGNER

Needed for childrens sportswear line.  
Duties include 1st pattern & cutting.  
Fashion school grad okay.  
212-714-2248 Jane

## CONTEMPORARY DRESS DESIGNER

Strong Assistant for associate  
designer with dress exp. to de-  
sign contemporary dress line.  
Travel a must, brand new co.  
Pamela Chapman 212-221-3100

Major sportswear mfr. seeks aggressive  
designer for new line. Must be able to  
make 1st pattern and cut samples. Call  
for appointment. Phyllis Joseph  
Box M63207 WWD

## ASST DESIGNER

Major sportswear mfr. seeks aggressive  
designer for new line. Must be able to  
make 1st pattern and cut samples. Call  
for appointment. Phyllis Joseph  
Box M63207 WWD

Box M63207 WWD

## DESIGNER

Ladies coats, jackets, wool & leather  
making 15 styles for 1985 line for Texas  
mfr. of popular priced garments. Give  
past experience & references.  
M32834 WWD

## ASST DESIGNER

Major Jr knitwear co. seeks exp'd ca-  
reer oriented assistant designer.  
Great opportunity to work for a well  
known detail oriented person.  
M62242 WWD

## EMPLOYMENT

Attn all pro's w. following exp  
PATRNMKR COUT'RE DRESSES  
DSGNER PATTRNMKR SPTSWR  
DESIGNER MOD HANDBAGS  
DESIGNER BOYSWEAR  
SKETCHER FASHION CATALOGS  
SAMPLEMKR BALZERS/SPTSWR  
All above salaries commens w. exp  
Creative Connections Agency  
921-8135 f/pd By appt

## Help Wanted

## Help Wanted

## BOTTOMS DESIGNER

The Colonial Corporation is a leading marketer of private  
label related sewing programs.

We currently have an attractive opportunity for a tal-  
ented Bottoms Designer. Our domestic manufacturing fac-  
ilities allow us to work in jean construction, as well as  
tailored skirts and dress trousers.

If you are looking for a chance to work in a dynamic envi-  
ronment, with an industry leader, then we have the right  
situation for you. Send resume to:

## THE COLONIAL CORPORATION

111 West 40 Street  
New York, NY 10018

Attn: Ms. Rita Burgener, General Merchandise Manager  
An Equal Opportunity Employer

## DESIGNER...SPORTSWEAR

BRITANNIA has a rare job opening for that #2 person who  
tries harder, goes unnoticed and is ready for that #1 take-  
charge position in children's wear sportswear designer.

This unique opportunity offers creation and execution of  
BRITANNIA's sportswear, pants, skirts, shorts and outerwear. Ex-  
perience in fabric development, color, styling, production, fit,  
line development, and presentation skills are a must. Traveling  
to our overseas resources requires strong communications, ne-  
gotiating and management skills.

If you are #2 ready for #1, or #1 ready for a new challenge  
... we are based in Seattle. Call Rose at 206-628-7574 or 7500.  
Salary will be in line with your level of readiness.

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WOMEN'S WEAR DAILY, TUESDAY, OCTOBER 9, 1984

## DESIGNER ASSISTANT

CHILDRENS 7-14  
DRESSES & SPTSWR  
Must be capable of  
making 1st pattern  
and have 7-11 exp  
WELL ESTABLISHED  
CHILDRENSWEAR MFR.

CALL JAN  
212-244-4500

## DESIGNER

For Jr/Missy Sptswr mfr. for ma-  
jor chains. Bright, energetic, talented de-  
sign school grad for beginner position.  
Exc sketching ability req. Call or write  
Jeanne, Banner Industries, 38 W 32 St,  
NY, NY 10011

(212) 564-3400

## DRAPER

Draper of first quality. Must be able  
to drape from sketch. Salary commens  
rate with exp.

Contact Pam 212-679-6485

Designer blouse & dress Co. needs a  
pendable asst stock room person. Co.  
Israel 212-244-2300

## DESIGNER ASST/DRAPER

Major sportswear mfr seeks aggre-  
sive designer asst for Missy blouse &  
vision to drape & cut first pattern.  
Must be highly motivated, able to  
even work flow for 2 sample items.  
well organized. Must have 3 years ex-  
Good growth opportunity.  
M62278 WWD



## DESIGNER

The Eagle's Eye, a rapidly growing apparel company has an immedi-  
ate opportunity available in our Malvern office for a private label de-  
signer. Position has overall responsibility for the division's product  
line for all seasons. Requirements include knitwear experience, ex-  
cellent organizational skills, creativity and 3 years design experience.  
Send resume with salary history in confidence to:

Dept. 130  
P.O. Box 1320  
Malvern, PA 19355

## DESIGNER/PTNMR SWIMWEAR

For 1st pattern thru produc-  
tion. Technical excellence,  
organization, & good fash-  
ion sense required.

H & H Associates, Inc.  
101 W 21 St NYC 10011  
212-242-4568

9. Expected Impact of Proposal on Existing Campus Programs

The proposed Fashion Design sequence will complement two existing offerings: the Fashion Merchandising sequence in Home Economics and the non-teaching major in Art. ISU currently has students enrolled in fashion merchandising and art who want to specialize in fashion design, but no such program currently exists at ISU. Fashion merchandising students use marketing and business as their supporting area; fashion design students concentrate on art. Career opportunities for fashion merchandising students are varied. Some positions require expertise in the fashion design area, while others emphasize marketing or management expertise. Through the identification of the fashion design sequence, the design courses will be offered on a more frequent basis than is currently the case due to the anticipated increase in enrollment. The more frequent offering of design courses should benefit both the fashion design and fashion merchandising students who wish to build strengths in fashion design. The identification of the Fashion Design Sequence is expected to attract students to ISU's campus in addition to allowing students currently enrolled to pursue the design specialty. Enrollment in both Home Economics and Art is expected to increase as a result of this sequence.

10. Expected Curricular Changes Including New Courses

All required courses currently exist in the ISU curriculum.

11. Anticipated Staffing Arrangements

Qualified staff are available to handle the courses needed for the Fashion Design Sequence. All courses are currently being offered on a regular basis.

12. Anticipated Funding Needs and Source of Funds

The Fashion Design Sequence can be offered without additional funding.

- - - - -

Departmental Approval - 4/13/84

College Curricular Committee Approval - 4/27/84

College Dean Approval - 4/27/84

University Curriculum Committee Approval - 9/28/84

Academic Affairs Approval - 10/15/84

Academic Senate Approval -

5/6

①

ILLINOIS STATE UNIVERSITY PROGRAM DELETION REQUEST

1. Institution:

Illinois State University

2. Responsible Department or Administrative Unit:

Department of Health Sciences

3. Program Title:

Major in Health Education - Community and Public Health Sequence

4. Hegis Classification:

13.1307

5. Anticipated Date of Implementation:

August, 1985

6. Rationale:

This sequence existed in the Department of Biological Sciences for many years prior to the amalgamation of health-related programs in the newly created Department of Health Sciences in 1979. It became a part of the major in Health Education in 1979.

There have been no graduates from this program since 1978. There are no courses from the Department of Health Sciences required in this sequence. Required courses are in the Biological Sciences and in Chemistry. The sequence does not contain any professional courses, and is not appropriate for placement in Health Education careers.

7. Arrangements to be Made for Program Faculty and Students:

There are no faculty assigned to this sequence and no students enrolled.

8. Anticipated Impact on Other Campus Programs:

None

9. Anticipated Budgetary Effect:

There are no monies appropriated to this sequence.

9.19.84.4

- - - - -  
Departmental of Health Sciences Approval - 11/7/83  
College Curricular Committee Approval - 1/11/84  
College Dean Approval - 1/11/84  
Council for Teacher Education Approval - 2/8/84  
University Curriculum Committee Approval - 4/20/84  
Academic Affairs Committee Approval - 10/1/84



ILLINOIS STATE UNIVERSITY PROGRAM DELETION REQUEST

1. Institution:

Illinois State University

2. Responsible Department or Administrative Unit:

Department of Health Sciences

3. Program Title:

Bachelor of Science in Environmental Health  
Deletion of Sanitarian Sequence and Industrial Hygiene  
Sequence

4. Hegis Classification:

13.1307

5. Anticipated Date of Implementation:

August, 1985

6. Rationale:

The program review conducted in 1982-3 stressed the need to reduce the number of credit hours required in the Bachelor's Degree Program in Environmental Health and provide students more flexibility in selecting courses that meet their interests. The curriculum has been revised so that all students will take a required core, an internship, and will choose other courses, with the help of an adviser, to meet their individual needs. The elimination of the Sanitarian and Industrial Hygiene Sequences provides students with more flexibility within the general field of environmental health. Previously, students were forced to choose one of the two highly structured sequences. The new curriculum provides more flexibility both within the Department of Health Sciences and among supporting courses from other departments.

The Environmental Health program is accredited by the National Accreditation Council for Environmental Health Curricula. The more general curriculum that will be available with the elimination of the sequences is consistent with the thrust of the accreditation agency:



Undergraduate studies in environmental health must be essentially liberal arts programs with strong emphasis in biological, physical, and environmental health sciences. Environmental health is an ever-broadening field which creates the need for practitioners of both the generalist and the specialist varieties. The primary mission of the undergraduate program should be to produce generalists, while affording sufficient flexibility to permit students to pursue special areas of interest.

Programs at the undergraduate level should prepare students to be functional in environmental health while simultaneously affording graduates the opportunity to be considered for graduate study.

7. Arrangements to be Made for Program Faculty and Students:

Students currently in the program will be able to finish the requirements specified in the catalog of their year of entry. New students will be advised to pursue the new curriculum upon approval of this proposal by the Board of Regents. The deletion of the sequences will not affect the faculty teaching in this field.

8. Anticipated Impact on Other Campus Programs:

None

9. Anticipated Budgetary Effect:

None

- - - - -

Departmental Approval - 3/28/84  
College Curricular Approval - 4/24/84  
College Dean Approval - 4/24/84  
University Curriculum Committee Approval - 9/14/84  
Academic Affairs Committee Approval - 10/1/84

REQUEST FOR APPROVAL FOR A CHANGE OF NAME

1. Institution:

Illinois State University

2. Responsible Department or Administrative Unit:

Department of Business Administration and  
Administrative Services

3. Proposed Program Title:

Major in Administrative Systems and Office Technology

4. Previous Program Title:

Major in Office Administration

5. Hegis Classification:

07.0401

6. Date of Implementation:

August, 1985

7. Description of Name Change:

The technology used in a business office has changed radically in recent years. The title "Administrative Systems and Office Technology" provides a more descriptive statement of the content of the program than does "Office Administration."

8. Rationale for Proposal:

To many, the Office Administration major implies that the focus of the curriculum involves the training of secretaries. Some students may come to this program with such a goal; however, the thrust of the program is much broader and is better described by the proposed title. The curriculum not only trains students to use various technological systems, but to acquire the skills necessary to train administrative support and service personnel and management to use the new technology and apply it to their positions. Students are being prepared as supervisors of administrative support and personnel in modern business offices. Examples might include managers of

word processing centers, forms development, education and training centers, graphic arts departments, information processing, administrative services, and mail management.

The department wishes to change the title of the program not only to attract students with such career interests, but also to convey accurately to potential employers the kind of training students have received.

9. Expected Impact of Proposal on Existing Campus Programs:

None

10. Expected Curricular Changes Including New Courses:

The curriculum of the Office Administration program has evolved in recent years. Courses that relate to records management, communication for business, information processing, small business offices, administrative support, and business information systems have been developed and implemented to replace the more traditional curriculum. The proposed title change will make the label more reflective of the curriculum.

11. Anticipated Staffing Arrangements:

None

12. Anticipated Funding Needs and Source of Funds:

None

- - - - -

Departmental Approval - 4/26/84  
College Curriculum Committee Approval - 4/26/84  
College Dean Approval - 4/26/84  
Council for Teacher Education Approval - Not applicable  
University Curriculum Committee Approval - 9/21/84  
Academic Affairs Committee Approval - 10/1/84

REQUEST FOR APPROVAL OF A SUBDIVISION OF A DEGREE MAJOR

1. Institution: Illinois State University
2. Administrative Unit: Department of Theatre
3. Program Title: Minor in Cinema Studies
4. Previous Program Title: Not Applicable
5. Hegis Classification: 50.0601
6. Date of Implementation: August, 1985
7. Description of Proposed Program:

The proposed Minor in Cinema Studies is a liberal arts program which focuses on the aesthetics, history, and theory of filmmaking. The minor requires 18 hours. Catalog copy is as follows:

Minor in Cinema Studies

--18 hours required

--Required courses:

THE 170, Introduction to Film Art, 3 hours  
THE 370, History of the Cinema, 3 hours  
THE 371, Film Theory and Criticism, 3 hours

--9 additional hours selected from the following:

COM/THE 270, The Documentary in Film and Broadcasting,  
3 hours  
THE 271, Survey of Non-western Film, 3 hours  
ENG 107, Literature and Film, 3 hours  
ART 251, Experimental Filmmaking, 3 hours  
(Prerequisite ART 103, 3 hours)

8. Rationale for Proposal:

A great deal of interest exists on the ISU campus in courses involving cinema studies. Courses presently can be taken in the Department of Theatre, the Department of Art, the Department of English, and the Department of Communication. The purpose of the minor is to coordinate courses taught in various departments and to encourage additional study by both students and faculty working in the area of cinema studies. The existence of the minor would allow students who are pursuing cinema studies to be

identified, with this identification leading to better academic advisement and better sequencing of courses.

No new courses or new faculty would be required for this minor. The designation of a minor will no doubt generate interest on the part of students, but the resources currently are in place to satisfy the demand. The program is designed as a liberal arts rather than as a professional program, thereby allowing the minor to serve as an introduction to the field rather than as means to gain professional training.

The field of cinema studies has developed rather significantly in the last ten years and has become a part of the curriculum in many institutions of higher education. In the state of Illinois, Southern Illinois University at Carbondale offers a Bachelor of Arts and a Bachelor of Fine Arts in cinema studies and photography. A number of large universities, including New York University, Columbia, Northwestern, UCLA, USC, the University of Iowa, the University of Wisconsin, and the University of Texas offer a Ph.D. in cinema studies.

#### 9. Expected Impact on Existing Campus Programs

A designated Minor in Cinema Studies is expected to generate interest in the subject of cinema studies and strengthen enrollment in existing courses. Because of the liberal arts nature of the program, courses would continue to be offered in their present form in the Departments of Theatre, English, Art, and Communication. At the same time, coordinated activity on the part of the four departments would be undertaken. The careful scheduling of courses, discussion of methodologies and objectives, and the sharing of resources should be of benefit to all the departments concerned.

The visibility and coordination of the program should have a benefit for the University community as a whole. Other fields of study, especially in the humanities and the social sciences, would benefit from a more sophisticated consideration of film. Film would be presented and taught not only as a form of art, entertainment, and communication, but also as an analytical and didactic tool of great importance to many disciplines. The Minor in Cinema Studies, therefore, is expected to be a valuable adjunct to the curriculum of other departments. Majors in literature, communication, anthropology, art history, theatre, foreign languages, and history, for example, might benefit by pursuing a Minor in Cinema Studies.

Student demand for courses in cinema studies is presently quite high. The introductory course, Introduction to Film Art, enrolls 450 students in six sections during the Fall, 1984, semester. Enrollment in other film courses does not reach this level, but is generally strong.

10. Expected Curricular Changes:

All the courses in the curriculum are presently being offered by the University.

11. Anticipated Staffing Arrangements:

The Department of Theatre has two faculty members teaching film courses on a full-time basis. These two individuals will teach the courses required in the Theatre Department as well as serve as the advisers to students. The Departments of Art, English, and Communication each have faculty members who teach in the area of cinema studies on a regular basis.

12. Anticipated Funding Needs:

No additional funds will be required. With the coordination of offerings in the cinema studies area, the departments presently involved expect to be able to use current resources more effectively.

- - - - -

Departmental Approval - 3/13/84  
College Curricular Approval - 3/13/84  
College Dean Approval - 3/14/84  
University Curriculum Committee Approval - 9/21/84  
Academic Affairs Committee Approval - 10/1/84

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ILLINOIS STATE UNIVERSITY PROGRAM DELETION REQUEST

1. Institution:

Illinois State University

2. Responsible Department or Administrative Unit:

Department of Health Sciences

3. Program Title:

Bachelor of Science in Environmental Health  
Deletion of Sanitarian Sequence and Industrial Hygiene  
Sequence

4. Hegis Classification:

13.1307

5. Anticipated Date of Implementation:

August, 1985

6. Rationale:

The program review conducted in 1982-3 stressed the need to reduce the number of credit hours required in the Bachelor's Degree Program in Environmental Health and provide students more flexibility in selecting courses that meet their interests. The curriculum has been revised so that all students will take a required core, an internship, and will choose other courses, with the help of an adviser, to meet their individual needs. The elimination of the Sanitarian and Industrial Hygiene Sequences provides students with more flexibility within the general field of environmental health. Previously, students were forced to choose one of the two highly structured sequences. The new curriculum provides more flexibility both within the Department of Health Sciences and among supporting courses from other departments.

The Environmental Health program is accredited by the National Accreditation Council for Environmental Health Curricula. The more general curriculum that will be available with the elimination of the sequences is consistent with the thrust of the accreditation agency:

Undergraduate studies in environmental health must be essentially liberal arts programs with strong emphasis in biological, physical, and environmental health sciences. Environmental health is an ever-broadening field which creates the need for practitioners of both the generalist and the specialist varieties. The primary mission of the undergraduate program should be to produce generalists, while affording sufficient flexibility to permit students to pursue special areas of interest.

Programs at the undergraduate level should prepare students to be functional in environmental health while simultaneously affording graduates the opportunity to be considered for graduate study.

7. Arrangements to be Made for Program Faculty and Students:

Students currently in the program will be able to finish the requirements specified in the catalog of their year of entry. New students will be advised to pursue the new curriculum upon approval of this proposal by the Board of Regents. The deletion of the sequences will not affect the faculty teaching in this field.

8. Anticipated Impact on Other Campus Programs:

None

9. Anticipated Budgetary Effect:

None

- - - - -  
Departmental Approval - 3/28/84  
College Curricular Approval - 4/24/84  
College Dean Approval - 4/24/84  
University Curriculum Committee Approval - 9/14/84  
Academic Affairs Committee Approval - 10/1/84



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REQUEST FOR APPROVAL OF A SUBDIVISION OF A DEGREE MAJOR

1. Institution: Illinois State University
2. Administrative Unit: Department of Theatre
3. Program Title: Minor in Cinema Studies
4. Previous Program Title: Not Applicable
5. Hegis Classification: 50.0601
6. Date of Implementation: August, 1985
7. Description of Proposed Program:

The proposed Minor in Cinema Studies is a liberal arts program which focuses on the aesthetics, history, and theory of filmmaking. The minor requires 18 hours. Catalog copy is as follows:

Minor in Cinema Studies

--18 hours required

--Required courses:

THE 170, Introduction to Film Art, 3 hours  
THE 370, History of the Cinema, 3 hours  
THE 371, Film Theory and Criticism, 3 hours

--9 additional hours selected from the following:

COM/THE 270, The Documentary in Film and Broadcasting,  
3 hours  
THE 271, Survey of Non-western Film, 3 hours  
ENG 107, Literature and Film, 3 hours  
ART 251, Experimental Filmmaking, 3 hours  
(Prerequisite ART 103, 3 hours)

8. Rationale for Proposal:

A great deal of interest exists on the ISU campus in courses involving cinema studies. Courses presently can be taken in the Department of Theatre, the Department of Art, the Department of English, and the Department of Communication. The purpose of the minor is to coordinate courses taught in various departments and to encourage additional study by both students and faculty working in the area of cinema studies. The existence of the minor would allow students who are pursuing cinema studies to be

identified, with this identification leading to better academic advisement and better sequencing of courses.

No new courses or new faculty would be required for this minor. The designation of a minor will no doubt generate interest on the part of students, but the resources currently are in place to satisfy the demand. The program is designed as a liberal arts rather than as a professional program, thereby allowing the minor to serve as an introduction to the field rather than as means to gain professional training.

The field of cinema studies has developed rather significantly in the last ten years and has become a part of the curriculum in many institutions of higher education. In the state of Illinois, Southern Illinois University at Carbondale offers a Bachelor of Arts and a Bachelor of Fine Arts in cinema studies and photography. A number of large universities, including New York University, Columbia, Northwestern, UCLA, USC, the University of Iowa, the University of Wisconsin, and the University of Texas offer a Ph.D. in cinema studies.

#### 9. Expected Impact on Existing Campus Programs

A designated Minor in Cinema Studies is expected to generate interest in the subject of cinema studies and strengthen enrollment in existing courses, especially at the advanced level. Because of the liberal arts nature of the program, courses would continue to be offered in their present form in the Departments of Theatre, English, Art, and Communication. At the same time, coordinated activity on the part of the four departments would be undertaken. The careful scheduling of courses, discussion of methodologies and objectives, and the sharing of resources should be of benefit to all the departments concerned.

The visibility and coordination of the program should have a benefit for the University community as a whole. Other fields of study, especially in the humanities and the social sciences, would benefit from a more sophisticated consideration of film. Film would be presented and taught not only as a form of art, entertainment, and communication, but also as an analytical and didactic tool of great importance to many disciplines. The Minor in Cinema Studies, therefore, is expected to be a valuable adjunct to the curriculum of other departments. Majors in literature, communication, anthropology, art history, theatre, foreign languages, and history, for example, might benefit by pursuing a Minor in Cinema Studies.

Student demand for courses in cinema studies is presently quite high. The introductory course, Introduction to Film Art, enrolls 450 students in six sections during the Fall, 1984, semester. Enrollment in other film courses does not reach this level, but is generally strong.

10. Expected Curricular Changes:

All the courses in the curriculum are presently being offered by the University.

11. Anticipated Staffing Arrangements:

The Department of Theatre has two faculty members teaching film courses on a full-time basis. These two individuals will teach the courses required in the Theatre Department as well as serve as the advisers to students. The Departments of Art, English, and Communication each have faculty members who teach in the area of cinema studies on a regular basis.

12. Anticipated Funding Needs:

No additional funds will be required. With the coordination of offerings in the cinema studies area, the departments presently involved expect to be able to use current resources more effectively.

- - - - -  
Departmental Approval - 3/13/84  
College Curricular Approval - 3/13/84  
College Dean Approval - 3/14/84  
University Curriculum Committee Approval - 9/21/84  
Academic Affairs Committee Approval - 10/1/84

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ILLINOIS STATE UNIVERSITY PROGRAM DELETION REQUEST

1. Institution:

Illinois State University

2. Responsible Department or Administrative Unit:

Department of Health Sciences

3. Program Title:

Bachelor of Science in Environmental Health  
Deletion of Sanitarian Sequence and Industrial Hygiene  
Sequence

4. Hegis Classification:

13.1307

5. Anticipated Date of Implementation:

August, 1985

6. Rationale:

The program review conducted in 1982-3 stressed the need to reduce the number of credit hours required in the Bachelor's Degree Program in Environmental Health and provide students more flexibility in selecting courses that meet their interests. The curriculum has been revised so that all students will take a required core, an internship, and will choose other courses, with the help of an adviser, to meet their individual needs. The elimination of the Sanitarian and Industrial Hygiene Sequences provides students with more flexibility within the general field of environmental health. Previously, students were forced to choose one of the two highly structured sequences. The new curriculum provides more flexibility both within the Department of Health Sciences and among supporting courses from other departments.

The Environmental Health program is accredited by the National Accreditation Council for Environmental Health Curricula. The more general curriculum that will be available with the elimination of the sequences is consistent with the thrust of the accreditation agency:

Undergraduate studies in environmental health must be essentially liberal arts programs with strong emphasis in biological, physical, and environmental health sciences. Environmental health is an ever-broadening field which creates the need for practitioners of both the generalist and the specialist varieties. The primary mission of the undergraduate program should be to produce generalists, while affording sufficient flexibility to permit students to pursue special areas of interest.

Programs at the undergraduate level should prepare students to be functional in environmental health while simultaneously affording graduates the opportunity to be considered for graduate study.

7. Arrangements to be Made for Program Faculty and Students:

Students currently in the program will be able to finish the requirements specified in the catalog of their year of entry. New students will be advised to pursue the new curriculum upon approval of this proposal by the Board of Regents. The deletion of the sequences will not affect the faculty teaching in this field.

8. Anticipated Impact on Other Campus Programs:

None

9. Anticipated Budgetary Effect:

None

- - - - -

Departmental Approval - 3/28/84  
College Curricular Approval - 4/24/84  
College Dean Approval - 4/24/84  
University Curriculum Committee Approval - 9/14/84  
Academic Affairs Committee Approval - 10/1/84

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ILLINOIS STATE UNIVERSITY PROGRAM DELETION REQUEST

1. Institution:

Illinois State University

2. Responsible Department or Administrative Unit:

Department of Health Sciences

3. Program Title:

Major in Health Education - Community and Public  
Health Sequence

4. Hegis Classification:

13.1307

5. Anticipated Date of Implementation:

August, 1985

6. Rationale:

This sequence existed in the Department of Biological Sciences for many years prior to the amalgamation of health-related programs in the newly created Department of Health Sciences in 1979. It became a part of the major in Health Education in 1979.

There have been no graduates from this program since 1978. Only three courses from the Department of Health Sciences are required in this sequence. Required courses are in the Biological Sciences and in Chemistry. The sequence does not contain any professional courses, and is not appropriate for placement in Health Education careers.

7. Arrangements to be Made for Program Faculty and Students:

There are no faculty assigned to this sequence and no students enrolled.

8. Anticipated Impact on Other Campus Programs:

None

9. Anticipated Budgetary Effect:

There are no monies appropriated to this sequence.

- - - - -  
Departmental of Health Sciences Approval - 11/7/83  
College Curricular Committee Approval - 1/11/84  
College Dean Approval - 1/11/84  
Council for Teacher Education Approval - 2/8/84  
University Curriculum Committee Approval - 4/20/84  
Academic Affairs Committee Approval - 10/1/84



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REQUEST FOR APPROVAL FOR A CHANGE OF NAME

1. Institution:

Illinois State University

2. Responsible Department or Administrative Unit:

Department of Business Administration and  
Administrative Services

3. Proposed Program Title:

Major in Administrative Systems and Office Technology

4. Previous Program Title:

Major in Office Administration

5. Hegis Classification:

07.0401

6. Date of Implementation:

August, 1985

7. Description of Name Change:

The technology used in a business office has changed radically in recent years. The title "Administrative Systems and Office Technology" provides a more descriptive statement of the content of the program than does "Office Administration."

8. Rationale for Proposal:

To many, the Office Administration major implies that the focus of the curriculum involves the education of secretaries. Some students may come to this program with such a goal; however, the thrust of the program is much broader and is better described by the proposed title. The curriculum not only prepares students to use various technological systems, but to acquire the skills necessary to train administrative support and service personnel and management to use the new technology and apply it to their positions. Students are being prepared as supervisors of administrative support and personnel in modern business offices. Examples might include managers of

word processing centers, forms development, education and training centers, graphic arts departments, information processing, administrative services, and mail management.

The department wishes to change the title of the program not only to attract students with such career interests, but also to convey accurately to potential employers the kind of education students have received.

9. Expected Impact of Proposal on Existing Campus Programs:

None

10. Expected Curricular Changes Including New Courses:

The curriculum of the Office Administration program has evolved in recent years. Courses that relate to records management, communication for business, information processing, small business offices, administrative support, and business information systems have been developed and implemented to replace the more traditional curriculum. The proposed title change will make the label more reflective of the curriculum.

11. Anticipated Staffing Arrangements:

None

12. Anticipated Funding Needs and Source of Funds:

None

- - - - -

Departmental Approval - 4/26/84

College Curriculum Committee Approval - 4/26/84

College Dean Approval - 4/26/84

Council for Teacher Education Approval - Not applicable

University Curriculum Committee Approval - 9/21/84

Academic Affairs Committee Approval - 10/1/84